

BIBLIOGRAPHY  
OF RESEARCH STUDIES  
IN EDUCATION  
1936-1937

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RUTH A. GRAY



Bulletin, 1938, No. 5

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## FOREWORD

During recent years the functions of education have been extended to include practically all aspects of the individual's life—character education, health education, safety education, play and recreation, etc. Likewise, the scope of the work of the educator himself is broadened to cover a wide field; it ranges from the analysis of the behavior of individual pupils on the one hand, to the administration of a vast school system on the other. These multifarious aspects of the educational program have resulted in large numbers of research studies in education covering an equally diversified range of subject matter.

Much of the research in education is done by graduate students in colleges and universities and is often not published. For this reason the results frequently remain unknown to persons making studies of a similar nature who might wish to use them in interpreting the findings of their own studies. In order to make this large body of research data accessible for the comprehensive interpretation of studies in the same field, the Office of Education each year prepares a classified bibliography of research studies undertaken in colleges and universities. When copies of the studies are furnished it, it makes them available to research workers through interlibrary loan.

The Office of Education interprets this enterprise as a truly cooperative one, since the value of the bibliography, as judged by the number of research studies reported, and the information about them, is dependent upon the schools themselves from whom the reports of the studies must come. Each year more institutions are represented. To the persons in these institutions who have helped us in carrying through this project we wish to extend our appreciation.

BESS GOODYKOONTZ,  
*Assistant Commissioner of Education.*

## INTRODUCTORY NOTE

### SCOPE OF BIBLIOGRAPHY

The Bibliography of Research Studies in Education covering the school year September 1936 through August 1937 is the eleventh in the series.<sup>1</sup> It lists 3,530 studies reported by 122 institutions, several of which had not reported previously. The list includes 541 doctors' dissertations, 2,736 masters' theses, and 253 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 members of the faculty 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 education conditions in the United States and in foreign countries, Federal aid to education, training for the use of leisure time, the building and subjects of the curriculum, orientation courses, the effect of current economic and social conditions on education, rehabilitation of the disabled, the training and status of teachers, the education of racial and exceptional groups, the various types of libraries and their use.

Many of the studies listed are available for consultation in public and institutional libraries, while the printed material can generally be obtained from the publishers. The Office of Education publications can be obtained directly from the Superintendent of Documents. Unpublished theses are indicated by the abbreviation ms. after the number of pages, signifying that the study is in typewritten or

<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; and 1935-36, Bulletin, 1937, No. 8.

mimeographed form. An asterisk (\*) indicates theses, and a † the faculty studies which are on file in the library of the Office of Education, and which may be borrowed through the interlibrary loan system. A slight change has been made in the method of reporting theses received in the library. 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 theses had not previously been reported to the Office of Education, theses for years earlier than the year 1936-37 are given without a descriptive note. Duplicate copies of theses which had already been deposited in the thesis collection are not included in the bibliography. 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, 1936-37*

Subject	Doctors'	Masters'	Theses received	Faculty research	Faculty studies received
1	2	3	4	5	6
1. Education—history and biography.....	19	92	13	15	10
2. Current educational conditions—United States.....	8	51	7	9	6
3. Current educational conditions—foreign countries.....	23	38	13	3	1
4. Educational theory, special methods.....	32	102	22	9	3
5. Psychology, educational and child study.....	24	31	14	7	4
6. Testing and research.....	60	116	14	54	39
7. Curriculum studies, including subjects of the curriculum.....	174	1,043	123	68	22
8. Elementary education, including preschool.....	13	59	9	4	1
9. Secondary education and junior college.....	18	140	10	9	6
10. Higher education.....	27	64	18	20	14
11. Adult education, parent education.....	6	19	3	1	1
12. Teacher training, teachers' status.....	25	135	14	28	7
13. Administration of schools, school management.....	68	582	44	25	12
14. School buildings, equipment, janitors.....	5	28	5	5	1
15. Sociology, educational.....	8	33	4	7	6
16. Racial groups, education.....	11	60	3	3	2
17. Exceptional groups.....	25	65	8	2	1
18. Libraries.....	5	78	10	6	6
<b>Total.....</b>	<b>641</b>	<b>2,736</b>	<b>334</b>	<b>253</b>	<b>143</b>

The thesis collection in the library of the Office of Education now numbers more than 3,000 masters' and doctors' theses which have been deposited by 70 institutions granting the degrees, and in a few cases by the authors of the studies. Several institutions have made the library of the Office of Education a depository for all 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 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, especially those dealing with professional training, personnel problems of the students, personality traits desirable for persons entering professions, the various problems of the professional schools, as well as with the development of the curricula of the graduate departments of the universities.

Form 8-077

**EDUCATIONAL RESEARCH STUDY COMPLETED**  
 [Fill in Items Applicable]

Return to—

**UNITED STATES**  
**DEPARTMENT OF THE INTERIOR**  
 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 \_\_\_\_\_

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 1936-37.

ABBREVIATIONS	INSTITUTIONS
Alabama-----	University of Alabama, University, Ala.
Allegheny-----	Allegheny College, Meadville, Pa.
*American Univ-----	American University, Washington, D. C.
Arkansas-----	University of Arkansas, Fayetteville, Ark.
Ball St. T. Co-----	Ball State Teachers College, Muncie, Ind.
Baylor-----	Baylor University, Waco, Tex.
Biblical Seminary-----	Biblical Seminary in New York, New York, N. Y.
Boston Coll-----	Boston College, Boston, Mass.
*Boston Univ-----	Boston University, Boston, Mass.
Brown-----	Brown University, Providence, R. I.
Buffalo-----	University of Buffalo, Buffalo, N. Y.
Butler-----	Butler University, Indianapolis, Ind.
*California-----	University of California, Berkeley, Calif.
California, L. A-----	University of California, Los Angeles, Calif.
*Catholic Univ-----	Catholic University of America, Washington, D. C.
*Chicago-----	University of Chicago, Chicago, Ill.
*Cincinnati-----	University of Cincinnati, Cincinnati, Ohio.
Claremont-----	Claremont Colleges, Claremont, Calif.
Coll. of the City of N. Y-----	College of the City of New York, New York, N. Y.
Colorado-----	University of Colorado, Boulder, Colo.
Colo. St. Coll-----	Colorado State College, Fort Collins, Colo.
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.
Crozer-----	Crozer Theological Seminary, Chester, Pa.
Denver-----	University of Denver, Denver, Colo.
Detroit-----	University of Detroit, Detroit, Mich.
Detroit Inst. of Music. Art-----	Detroit Institute of Musical Art, Detroit, Mich.
Drake-----	Drake University, Des Moines, Iowa.
Drew-----	Drew University, Madison, N. J.
East Texas St. T. C-----	East Texas State Teachers College, Commerce, Tex.
*East. Baptist-----	Eastern Baptist Theological Seminary, Philadelphia, Pa.
Emory-----	Emory University, Emory, Ga.
Fisk-----	Fisk University, Nashville, Tenn.
Florida-----	University of Florida, Gainesville, Fla.
Fordham-----	Fordham University, New York, N. Y.
*George Washington-----	George Washington University, Washington, D. C.
Hardin-Simmons-----	Hardin-Simmons University, Abilene, Tex.
Hartford-----	Hartford Theological Seminary, Hartford, Conn.
*Harvard-----	Harvard University, Cambridge, Mass.

Hunter.....	Hunter College, New York, N. Y.
Idaho.....	University of Idaho, Moscow, Idaho.
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.
*Johns Hopkins.....	Johns Hopkins University, Baltimore, Md.
Jordan Conservatory.....	Arthur Jordan Conservatory of Music, Indianapolis, Ind.
*Kansas.....	University of Kansas, Lawrence, Kans.
Kans. St. Coll. of Agr.....	Kansas State College of Agriculture and Applied Science, Manhattan, Kans.
*Kans. St. T. C., Emporia.....	Kansas State Teachers College, Emporia, Kans.
Kans. St. T. C., Pittsburg.....	Kansas State Teachers College, Pittsburg, Kans.
Kentucky.....	University of Kentucky, Lexington, Ky.
Lawrence.....	Lawrence College, Appleton, Wis.
Louisiana.....	Louisiana State University, Baton Rouge, La.
Loyola.....	Loyola University, Chicago, Ill.
*Maine.....	University of Maine, Orono, Maine.
*Maryland.....	University of Maryland, College Park, Md.
Mass. St. Coll.....	Massachusetts State College, Amherst, Mass.
*Michigan.....	University of Michigan, Ann Arbor, Mich.
Mills.....	Mills College, Mills College, Calif.
*Minnesota.....	University of Minnesota, Minneapolis, Minn.
Mississippi.....	University of Mississippi, University, Miss.
*Missouri.....	University of Missouri, Columbia, Mo.
*Nebraska.....	University of Nebraska, Lincoln, Nebr.
New Mexico.....	University of New Mexico, Albuquerque, N. Mex.
*New York.....	New York University, New York, N. Y.
Niagara.....	Niagara University, Niagara Falls, N. Y.
*North Dakota.....	University of North Dakota, University, N. Dak.
North Texas St. T. C.....	North Texas State Teachers College, Denton, Tex.
*Northwestern.....	Northwestern University, Evanston, Ill.
*Ohio State.....	Ohio State University, Columbus, Ohio.
Ohio Univ.....	Ohio University, Athens, Ohio.
*Oklahoma.....	University of Oklahoma, Norman, Okla.
Okla. A. and M. Coll.....	Oklahoma Agricultural and Mechanical College, Stillwater, Okla.
*Omaha.....	Municipal University of Omaha, Omaha, Nebr.
Oregon.....	University of Oregon, Eugene, Oreg.
Oregon St. Agr. Coll.....	Oregon State Agricultural College, Corvallis, Oreg.
Pacific School.....	Pacific School of Religion, Berkeley, Calif.
*Peabody.....	George Peabody College for Teachers, Nashville, Tenn.
*Pennsylvania.....	University of Pennsylvania, Philadelphia, Pa.
*Penn. State.....	Pennsylvania State College, State College, Pa.
Pittsburgh.....	University of Pittsburgh, Pittsburgh, Pa.
Presbyterian Coll.....	Presbyterian College of Christian Education, Chicago, Ill.
Purdue.....	Purdue University, Lafayette, Ind.
St. Louis.....	St. Louis University, St. Louis, Mo.

Sam Houston St. T. C.....	Sam Houston State Teachers College, Huntsville, Tex.
South Carolina.....	University of South Carolina, Columbia, S. C.
South Dakota.....	University of South Dakota, Vermillion, S. Dak.
*Southern California.....	University of Southern California, Los Angeles, Calif.
*South. Methodist.....	Southern Methodist University, Dallas, Tex.
Southwest Texas St. T. C....	Southwest Texas State Teachers College, San Marcos, Tex.
Southwestern Baptist.....	Southwestern Baptist Theological Seminary, Fort Worth, Tex.
*Stanford.....	Stanford University, Stanford University, Calif.
*St. T. C., Upper Montclair...	State Teachers College, Upper Montclair, N. J.
Stetson.....	Stetson University, DeLand, Fla.
*Syracuse.....	University of Syracuse, Syracuse, N. Y.
*T. C., Col. Univ.....	Teachers College, Columbia University, New York, N. Y.
*Temple.....	Temple University, Philadelphia, Pa.
Tennessee.....	University of Tennessee, Knoxville, Tenn.
Texas.....	University of Texas, Austin, Tex.
Texas St. Coll. for Women...	Texas State College for Women, Denton, Tex.
Theological Seminary.....	Theological Seminary of the Reformed Church, Lancaster, Pa.
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, Institute, Va.
*Washington.....	University of Washington, Seattle, Wash.
Washington Univ.....	Washington University, St. Louis, Mo.
Wellesley.....	Wellesley College, Wellesley, Mass.
West Texas St. T. C.....	West Texas State Teachers College, Canyon, Tex.
*West Virginia.....	West Virginia University, Morgantown, 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.
Wisconsin.....	University of Wisconsin, Madison, Wis.
Wyoming.....	University of Wyoming, Laramie, Wyo.
Yale.....	Yale University, New Haven, Conn.

## BIBLIOGRAPHY OF RESEARCH STUDIES IN EDUCATION, 1936-37

(Entries for masters' and doctors' these are abbreviated. "Master's, 1936. T. C., Col. Univ." signifies a master's thesis completed in 1936 at Teachers College, Columbia University; New York, N. Y. A complete list of abbreviations may be found on p. xii.)

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

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

### EDUCATION—HISTORY

1. Agnew, Walker Fowler. Nationalism and education in the United States at the period of the American Civil War.. Master's, 1937. Texas.

2. Armour, Quinnie. The development of secondary education in Hardeman county, Tenn. Master's, 1937. Peabody. 75 p. ms.

Traces the development of secondary education in the academies, consolidated schools, and secondary schools from 1828 to 1937. Shows that the academies were controlled by trustees appointed in the incorporating act, the consolidated schools by trustees and district directors, secondary schools by district directors, and high schools by the county board of education; that secondary education was supported by lotteries, tuition fees, state aid, and county funds.

3. Austin, Jackson James. A short educational history of Labette county, Kansas. Master's, 1937. Kans. St. T. C., Emporia. 116 p. ms.

4. Aymett, McCallum. The development of public education in Memphis, Tennessee. Master's, 1937. Colorado. (Abstract in: University of Colorado studies, 25: 35-36)

Reviews the early history of education in the pioneer city, starting in 1819, as traced in the few available early records, surveys public education during the reconstruction period, and describes the development of the city's public school system from 1901 to 1936. Shows that the educational needs of a growing commercial center are being met by an increased building program, a larger corps of better trained and better paid teachers, and a better adaptation to the curriculum needs of the student.

5. Barksdale, Bessie C. The development of the Palmer memorial institute and its relation to the community. Master's, 1937. Michigan.

6. Bigelow Cecil Loar. A history of Valparaiso university from 1873 to 1925. Master's, 1937. Chicago. 67 p. ms.

7. Blanton Annie Webb. A century of teacher requirements in Texas. Austin, University of Texas, 1937.

8. Bond Troy C. Historical interpretation of Federal attitudes toward education in the United States. Master's, 1937. East Texas St. T. C. 108 p. ms.

9. **Borreson Ralph O.** A history of education in Crawford county, Iowa. Master's, 1937. Omaha. 227 p. ms.

Shows that since 1856 children of Crawford county have had educational facilities provided for them; that marked progress has been made in the development of rural schools as the result of legislation and effective administration; that towns gradually grew large enough to support high schools and to erect costlier and more adequate buildings; and that parochial education has occupied a relatively important place from the beginning.

10. **Boyle Rev. Joseph I.** A history of the educational work of the Augustinians of the United States. Master's, 1937. Catholic Univ. 100 p. ms.

Reviews the origin of the Order, its spread throughout the world and its arrival in this country. Studies the educational activities of the Order of St. Augustine in the United States. Summarizes the aims and accomplishments of the Order in American Catholic education.

11. **Buffum Hugh S.** Horace Mann and the Iowa public schools. Cedar Falls. Iowa state teachers college, 1937. 6 p. ms.

12. **Buskirk Elva.** Sixty-five years of education in Reno county, Kansas, 1872-1937. Master's, 1937. Wichita. 59 p. ms.

13. **Carroll Declan F.** The Sisters of Loretto, pioneer educators. Master's, 1937. Kentucky. 124 p. ms.

Attempts to evaluate the contribution of the Loretto Sisterhood to pioneer education in Kentucky, Missouri, New Mexico, and Colorado. Traces the growth and educational activities of the Order from the first settlement at Fort Harrod, Kentucky, to the present time.

14. **Carter, Ernest Frank.** A history of education in Rostraver township, Westmoreland county, Pennsylvania. Master's 1937. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 13: 378-79)

Studies the subscription schools that preceded the public schools, and the influence of the subscription schools upon later education; the growth of public education from the enactment of the school law of 1834 to the Civil War; and the changes in education from the Civil War to 1933.

15. **Clawson, Nevada A.** A history of the schools of Parkersburg, West Virginia from 1800 to 1905. Master's, 1937. Ohio Univ. 86 p. ms.

16. **Cleland, Robert Glass.** The history of Occidental college, 1887-1937. Los Angeles, 1937. 115 p. (Occidental college)

Presents events in chronological sequence, and discusses student activities and interests, the social, economic and religious background of the early Occidental; and traces various changes which have occurred in the past 50 years.

17. **Cornette, James P.** The history of Ogden college. Bowling Green, Western Kentucky state teachers college, 1937. 75 p. ms.

Presents a history of Ogden college from its founding in 1877 to its incorporation with Western Kentucky state teachers college in 1928.

18. **Dickey, A. Wayne.** Historical development of education in Logan county, Illinois. Master's, 1937. Iowa.

19. **Eberly, Wade LeMarr.** The history of education in Putnam county, Illinois. Master's, 1937. Iowa.

20. **Elliott, Edward C., ed.** The rise of a university: The university in action, from the annual reports, 1902-1935, of Nicholas Murray Butler, President of Columbia university. New York, Columbia university press, 1937. 515 p.

Part 1: University and society; part 2: Problems of American life and educational policy; part 3: Collegiate education; part 4: Postgraduate and professional education; part 5: Faculty and problems of instruction; part 6: University administration.

21. **Esbeck, Leo J.** The history of education in Jackson county, Iowa. Master's, 1937. Iowa.

22. **Fawcett, Novice G.** A historical sketch of the village of Gambler and its schools with a projection for their future. Master's, 1937. Ohio State.

Presents a brief history of Knox county, Ohio, prior to the founding of Kenyon college in 1824, and a history of the village and its schools to 1937.

23. **Garner, Joddie Rayford.** A history of Summer Hill select school. Master's, 1937. Peabody. 100 p. ms.

Presents a history of the school from its organization in 1876 to 1903.

24. **Gay, Felix M.** History of Nowata county. Master's, 1937. Okla. A. & M. Coll.

Covers the social, political, economical, educational, and natural aspects of Nowata county as gathered from the inhabitants and from the meager literature now extant.

†25. **Gilbert, Dorothy Lloyd.** Guilford: a Quaker college. Greensboro, John J. Stone and company, 1937. 359 p. (Guilford college)

Traces the history of the college from 1837 to 1937.

\*26. **Goebel, Rev. Edmund J.** A study of Catholic secondary education during the Colonial period up to the first plenary council of Baltimore, 1852. Doctor's, 1936. Catholic Univ. Washington, D. C., Catholic university of America, 1936. 269 p.

Presents the story of Catholic secondary education from the founding of the Classical school in St. Augustine in 1606 to 1852.

27. **Green, Herbert L.** A history of public schools in the Normandy school district. Master's, 1937. Washington Univ. 68 p. ms.

28. **Griffith, William Joyce.** The history of education in Butler county, Kansas. Master's, 1937. Wichita. 121 p. ms.

29. **Hagemeyer, McKinley.** A history of secondary education in Indiana 1920 to 1930. Master's, 1936. Ind. St. T. C. 106 p. ms. (Abstract in: Teachers college journal, 8: 83, July 1937)

30. **Halpin, Sister Mary Josella.** The medieval college as a distinct element in medieval university life. Master's, 1937. Boston Coll.

31. **Hanning, George T.** A historical survey of the schools in Chester county prior to 1834. Master's, 1937. Temple. 200 p. ms.

32. **Helm, Evelyn.** Cultural development of Tennessee, 1865-1900. Master's, 1937. Peabody. 155 p. ms.

Examines the progress made in education, religion, the arts, and other phases of social life between 1865-1900.

33. **Higginbotham, Robert Louis.** A history of North Texas state teachers college. Master's, 1936. North Texas St. T. C. 82 p. ms.

Traces the growth of the institution from its establishment in 1890 with a plant consisting of one building and 10 acres, valued at \$25,000, of high school rank, with a staff of five members offering nine courses, and a student body of 184, and graduating nine students at the end of the year to 1936 when it had a plant of 30 buildings on 35 acres of land, valued at \$2,215,667.00, a staff of 194 with 21 departments, a student body of 4,626, and conferred 708 degrees during the year, of which 679 were bachelors and 27 were masters' degrees.

34. **Himes, Ellvert H.** The history and present status of public education in Independence, Missouri. Master's, 1937. Kansas.

35. Hock, Alvin Scollay. The religious and cultural efforts of the Protestant Episcopal church in early Oklahoma. Master's, 1937. Okla. A. & M. Coll.

36. Hoke, Joel Fulton. The development of the Todd school in Woodstock, Illinois. Master's, 1937. Chicago. 79 p. ms.

37. Holt, A. D. The struggle for a state system of public schools in Tennessee, 1903-1936. Doctor's, 1937. T. C., Col. Univ.

Reviews the forces and agencies which operated to retard and to hasten the educational revival in Tennessee from the close of the Civil War to 1903; the continuous and effective campaigns carried on from 1903 to 1913; the struggle to maintain and expand the school system from 1913 to 1922; the state school administration while aligned with a political faction from 1923 to 1932; the scientific study of public school conditions in the state from 1933 to 1935; the work of the educational commission; and attempts to forecast the educational outlook for the schools of Tennessee in the near future.

38. Houck, Martha Myrrl. The history of education in Butler county, Kansas. Master's, 1937. Wichita. 64 p. ms.

\*39. Hudson, V. Don. The legislative history of Philippine independence. Doctor's, 1936. Iowa. Kirksville, Northeast Missouri state teachers college, 1937. 30 p. (Bulletin of the Northeast Missouri state teachers college, vol. 37, no. 10)

40. Hunter, Margaret Adair. Education in Pennsylvania promoted by the Presbyterian church of United States in America, 1726-1837. Doctor's, 1937. Temple. 272 p. ms.

41. Iversen, William Lincoln. United States military post schools, 1821-1921. Doctor's, 1937. Stanford. (Abstract in: Stanford university. Abstracts of dissertations for the degrees of doctor of philosophy and doctor of education, 1936-37: 179-81)

Investigates the history of the post schools and traces their development from their inception in 1821 to the decline of their post-war program in the middle 1920's. Analyzes the forces that brought about changes in the course of their development, compares their progress to that of the public schools, and appraises their effectiveness and evaluates their results.

42. Jewell, Helen Cornelia. The Kansas congress of parents and teachers—25 years of progress. Master's, 1937. Wichita. 141 p. ms.

\*43. Kemp, Fletcher. The history of public education in Arlington county, Virginia, 1870-1936. Master's, 1937. American Univ. 73 p. ms.

Indicates that public education in Arlington county has been primarily and increasingly a county function; that there was a steady growth in the white school enrollment from 1870-1910, and a rapid rise in growth from 1910-1936, while enrollment in the Negro schools has remained fairly constant since 1876; that the attitude of the citizens of Arlington county has proven favorable to public education; that the children are provided with modern, well equipped school buildings and playgrounds; that professional standards for teachers have advanced greatly since 1917, and the average monthly salary of teachers has been more than doubled since that date; that the schools are functioning under modern educational philosophy and practice; and that such coordinate activities as health work and playgrounds are provided through public school funds, and are an asset in the promotion of the efficiency of the public schools.

44. Kirksey, Howard G. History and comparative growth of Hardeman county, Tennessee, public schools, 1867-1936. Master's, 1937. Peabody. 98 p. ms.

Shows that throughout the years there has been a trend toward centralization of administration power, and that public schools replaced all private schools.

45. Klein, H. M. J. A century of education at Mercersburg, 1838-1938. Lancaster, Pa., Lancaster press, 1938. 683 p. (Franklin and Marshall College)
46. Kling, F. W. jr. The history of Southern seminary, Virginia. Master's, 1937. Virginia. 103 p. ms.  
Presents the history of a junior college for girls, which was founded about, 1869.
47. Kralovec, Dalibor W. A history of the Philadelphia school of pedagogy. Master's, 1937. Temple. 253 p. ms.  
Shows that the school, a city training school for men teachers, was eminently successful in interesting young men in the profession of teaching.
48. Kurtz, Philip Clifton. The development of public education in Bloomington, Illinois. Master's, 1937. Chicago. 113 p. ms.
49. Lautenschleger, Earl. The historical development of Elyria, Ohio, high school. Master's, 1937. Ohio State. 127 p. ms.
50. Leonhardt, M. S. A history of the La Grande public schools, 1862-1937. Master's, 1937. Oregon.
51. Linscott, Edward Lyon. The history of secondary education in Washington and Hancock counties in Maine. Master's, 1936. Maine. Orono, University of Maine, 1937. 171 p. (Maine bulletin, vol. 39, no. 12. University of Maine studies, second series, no. 41)
52. Little, Frank Jackson. History of Oxford college. Master's, 1937. Alabama. 125 p. ms.
53. Lloyd, Garnet C. The history of Ascension seminary. Master's, 1937. Ind. St. T. C. 58 p. ms. (Abstract in: Teachers college journal, 8: 85, July 1937)  
Studies the history of Sullivan county; the history of early education in the county; the biography of William T. Crawford; Ascension seminary, and the influence of the school, which, while it was essentially a teacher training institution, rendered valuable educational service to the community by giving training to lawyers, physicians, ministers, and statesmen.
54. McGuffin, James Abraham. An historical study of American public forums. Master's, 1936. Stanford.
55. McIntire, Carl Ray. History of education in Audubon, Iowa. Master's, 1937. Iowa.
56. McQueen, Clyde N. The development of education in Tazewell county, Illinois. Master's, 1937. Iowa.
57. Martin, Dan Lee. The history of education in Montague county, Texas. Master's, 1937. Texas.
58. Mathews, Clarke Aubrey. History of the schools of Jefferson county to 1883. Master's, 1937. Texas.
59. Maxwell, Elma Lou. The old and the new education. Master's, 1937. South. Methodist. 239 p. ms.  
Presents an historical background of the development of education; the fundamental conception of education and learning in the traditional school; the fundamental conception of education and learning in modern schools; and a brief comparison of the two conceptions.
60. Mead, Richard Powell. History of education among Disciples of Christ in Indiana. Master's, 1937. Butler. 92 p. ms.  
Studies the origin, growth and nature of the educational work of Disciples of Christ in Indiana.

61. Michener, A. O. A history of the Northeast high school, Philadelphia. Doctor's, 1937. Temple. 332 p. ms.
62. Mitchell, Yetta Graham. The history of Trinity university. Master's, 1936. South. Methodist. (Abstract in: Southern Methodist university. Abstracts of theses, 1937: 15-16).  
Traces the founding, growth and development of Trinity university from the organization of the first-presbytery in San Augustine in 1837 to the conclusion of the school year, 1934.
63. Moore, Mrs. Iva L. The National congress of parents and teachers: a history and critique. Master's, 1937. Ohio Univ. 175 p. ms.
- \*64. Mosher, Frank K. The history of Red Creek high school. Master's, 1937. Syracuse. 178 p. ms.  
Traces the development of Red Creek academy from its origin in 1837-1866, the Red Creek union seminary 1867-1895, Red Creek seminary and union high school 1895-1904, and Red Creek high school from 1904 to date. Studies the administration and organization of the school, the evolution of the curriculum, the expansion of student activities, and the financial aspects of the schools. Describes the socio-economic status of the village.
65. Mussina, Malcolm V. The backgrounds and origins of the American religious tract movement. Doctor's, 1936. Drew. 361 p. ms.  
Attempts to present to students of religious history a picture of the origins and backgrounds of the American religious tract movement between the years 1789 and 1825, and the function of the religious tract during the period.
66. Nulty, F. X. The history of the founding and development of Jesuit secondary schools in the City of New York (1860-1936). Master's, 1937. Coll. of the City of New York. 188 p. ms.  
Traces the founding, growth, and development of the five Jesuit secondary schools in New York city.
67. Ortale, Paul Louis. History of education in Allamakee county, Iowa. Master's, 1937. Iowa.
68. Overton, Edward F. History of education in Bath county, Va. Master's, 1937. Virginia. (Abstract in: University of Virginia. Secondary education in Virginia, no. 24: 78-80)  
Presents a brief history of the settlement, formation, and development of the county; discusses every private and public school for which records could be found; and surveys the two consolidated high schools.
69. Patterson, Charles Evans. A history of the Bowling Green business university. Master's, 1937. Kentucky. 48 p. ms.  
Traces the history of the Bowling Green business university from 1884 to the present time.
70. Poteet, G. F. Secondary education in Montgomery county, Virginia, 1776-1836. Master's, 1937. Virginia. 390 p. ms.
71. Rees, Frances. A history of Wesleyan female college from 1836 to 1874. Master's, 1936. Emory. 145 p. ms.
72. Reynolds, Mary. Early Episcopal education in Pennsylvania. Master's, 1937. Temple. 165 p. ms.
73. Rider, Manning Outhbertson. A brief history of Rollins college with special reference to the curriculum. Master's, 1937. Stetson. 121 p. ms.  
Shows that Rollins college has undergone the same changes as have other colleges, but has now one of the most modern or distinctive of several similar plans.
74. Rodabaugh, James H. History of Miami university from its origin to 1885. Doctor's, 1937. Ohio State.

†75. **Russell, William F., ed.** The rise of a university: the later days of old Columbia college, from the annual reports of Frederick A. P. Barnard, President of Columbia college, 1864-1889. New York, Columbia university press, 1937. 415 p.

Part 1: Problems of college administration; part 2: Education of women; part 3: Development of professional education; part 4: Development of a university; part 5: Free lectures.

76. **Sabella, Ricardo H.** American policy in the Philippines, 1898-1935, with special reference to the growth of the public schools and the progress attained by the Filipinos for self-government. Doctor's, 1935. American Univ. 367 p. ms.

Traces the early history of the Philippine Islands with its early civilization and government; the history of the Philippines during the Spanish regime; the Spanish influence on the development of education from 1863-1898; America in the Philippines and its educational policy. Discusses the various types of education, the administration and financing of the schools, the curriculum, teacher training, extracurricular activities, textbooks, athletics and physical education. Discusses the American political, economic, and religious policies in the Philippine Islands.

\*77. **Schreibels, Charles D.** Pioneer education in the Pacific Northwest, 1789-1847. Master's, 1932. Stanford. Portland. Oregon, Metropolitan press, [1937]. 94 p.

78. **Smith, Bert R.** The one hundredth anniversary of the founding of the state school system in Kentucky, 1837-1937. Bowling Green, Western Kentucky state teachers college, 1937.

79. **Smith, Gregory Bernard.** The public school controversy of 1840. Master's, 1936. Columbia.

80. **Sowers, L. M.** The early history of education in Washington county, Maryland. Master's, 1937. Maryland. 155 p. ms.

Studies private and public schools and colleges in the county before 1865. Finds that education in Washington county before the middle of the nineteenth century was provided by private tutors, private schools, academies and a college; that as early as 1825 there was agitation for a system of public schools, and in 1848 the state legislature passed a law to establish public schools in the county; that in 1812 the Hagerstown academy began to receive an annual state donation of \$800, which was later divided with the Clear Spring academy; that in 1817 the county began to receive state aid for free schools, and in 1822 the law directed the county to use the interest of the school fund for the education of poor children in private schools; that the state donations for academies and for the aid of free schools were applied to the public schools after 1848.

†81. **Starrett, Agnes Lynch.** Through 150 years: The University of Pittsburgh. Pittsburgh, University of Pittsburgh press, 1937. 581 p.

Traces the history of the University of Pittsburgh from 1787 to 1937.

82. **Stephens, Margaret.** A history of Southwestern Louisiana institute, 1900-1935. Master's, 1937. Peabody. 177 p. ms.

83. **Stephens, William Harrison.** Rise and development of the Orange county public school system. Master's, 1937. Stetson. 183 p. ms.

Studies the history of Orange county schools, showing the salient facts about organization, control, courses of study, support and the growth of the public schools.

84. **Stoddard, Hugh Toland.** A history of the city public schools, Sumter, South Carolina, 1888-1935. Master's, 1937. South Carolina. 109 p. ms.

Traces the educational and material development of the Sumter city schools from their beginning in 1888 until 1935.

†85. **Sweet, William Warren.** Indiana Asbury-DePauw university, 1837-1937; a hundred years of higher education in the Middle West. New York, Abingdon press, 1937. 296 p. (University of Chicago)

86. Sweezy, A. G. Development of education in Ottawa county, Oklahoma. Master's, 1937. Okla. A. & M. Coll.

Attempts to show the work done in the educational field in Ottawa county from 1870 to 1934, and to determine the progress made during that period.

87. Tennyson, Charles H. The history of education in Wichita county. Master's, 1936. South. Methodist. (Abstract in: Southern Methodist university. Abstracts of theses, 1937: 20-21)

88. Van Kleeck, Edwin Robert. The development of free common schools in New York state. Doctor's, 1937. Yale.

89. Wilcox, Floyd Cleveland. Comparative trends in the development of universities and colleges: a study of institutions in the North central states, 1870-1929. Doctor's, 1937. Stanford. (Abstract in: Stanford university. Abstracts of dissertations for the degrees of doctor of philosophy and doctor of education, 1936-37: 197-201)

Shows that during the 60 years covered by this study, the number of privately controlled colleges doubled, while the number of public institutions increased by only one-third. Compares 25 universities and 85 colleges as to their personnel and resources for the period 1895-96 to 1929-30. Shows the shifting of the burden of instruction from the colleges to the universities; that the universities steadily increased their instructional responsibility in the professional field, while the colleges rapidly divested themselves of professional tendencies; that with respect to resources, the college exceeds the university in per-student amount only in the number of library books and the amount of endowment, including income from this source; and that donors to educational institutions since 1920 have been recognizing publicly controlled universities as worthy beneficiaries. Shows that transfer of women students from colleges to universities exceeds that of men.

90. Williams, Gertrude A. C. A history of education in Allegany county, Maryland, 1798-1900. Master's, 1937. Maryland. 183 p. ms.

Finds that in 1798, the year the county was established, the sum of \$200.00. was appropriated for the Allegany county school; that the appropriation was increased in 1811 and in 1831 and continued to be appropriated until 1916, when state donations to academies were repealed; that the county began in 1819 to receive state aid for free schools; that in 1850 a special act was passed which provided for a system of schools in Cumberland independent of the county; and that in 1860 a mandatory act was passed by the legislature to establish a uniform system of public schools in Allegany county. When the state uniform system of public schools was established in 1865, the system of schools in Allegany county was reorganized to conform with the new plan. Shows that the schools of the county made slow progress before 1900; that fairly satisfactory schools were provided for the small number of Negroes living in the county; and that four high schools were established prior to 1900.

91. Williams, Helen Joyce. The history of Rogers high school. Master's, 1937. Brown. 168 p. ms.

Describes the development of the public high school in Newport, R. I. from 1840 to 1937.

92. Williams, Rhea. History of education in Robertson county. Master's, 1937. South. Methodist. 103 p. ms.

Studies the development of public education in Robertson county, Texas from the time of its organization to the present time, placing special emphasis on the present status of education in the county.

93. Williams, William Harold. Development of the functions of the California state board of education, 1852-1934. Doctor's, 1937. Stanford. (Abstract in: Stanford University. Abstracts of dissertations for the degrees of doctor of philosophy and doctor of education, 1936-37: 202-09)

Views historically the origin and growth of the California state board of education, elucidates the factors making for variation in the breadth of its jurisdiction, and estimates its significance as a unitary instrument of state school administration.

94. Willis, Walter Edward. The history of education in Hays county, Texas. Master's, 1937. Texas.

95. Wood, Isabelle C. A history of public schools in Missouri, 1835-1875. Master's, 1937. Missouri. 75 p. ms.

96. Woods, Harriet A. Study of origin and development of the educational excursion and field trip. Master's, 1937. Iowa.

97. Yakeley, Leon. The development of higher education in the Jacksonian period, 1825-1840. Doctor's, 1937. Southern California.

Finds that the five leading American colleges improved during the period in finances, curriculum, physical equipment, and scholastic standards; that denominational colleges, state universities, state normal schools, higher schools for women, and schools of law, medicine, religion, and engineering developed during the Jacksonian period; and that among prevalent educational features were parental discipline, neglect of the study of English, manual labor system, literary societies, dormitory life, religious activities, rise of Greek letter fraternities, and preparatory departments.

### EDUCATIONAL BIOGRAPHY

98. Adams, J. Chandler. Bushnell, the pioneer in religious education. Bachelor of Divinity, 1936. Vanderbilt. 159 p. ms.

Reviews Horace Bushnell's publications and letters, and books, articles and other materials that have been written about him to determine to what extent he may be considered the forerunner of the modern movement in religious education.

99. Branhut, I. Edward. Edward Brooks—educator. Master's, 1937. Temple. 138 p. ms.

100. Brown, Lou Beauchamp. The educational history of the Brown and Pemberton families. Master's, 1937. Ohio State.

101. Carr, Stude Leroy. The life and influence of Robert Jefferson Breckenridge. Master's, 1937. Cincinnati. 76 p. ms.

Presents a biographical study of a Kentucky educator and divine who helped develop the state educational system in the middle years of the nineteenth century.

102. Caughey, Frank M. The sources of the thought and teaching of John Calvin. Doctor's, 1937. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 13: 46-51)

Studies the education of John Calvin, and presents an exposition of his writings as an evidence of his intellectual equipment and competency in judgment of the material which he treats.

103. Chambers, Claude. The life and contribution of William C. Larrabee to education in Indiana. Master's, 1936. Ind. St. T. C. 35 p. ms. (Abstract in: Teachers college Journal, 8: 73-74, July 1937)

Indicates that the contributions of Mr. Larrabee to Indiana education still influence the educational policies of the state.

104. Cuneo, Edward John. A study of John Napier of Merchiston and of his contributions to the science of mathematics. Master's, 1937. Boston Coll. 33 p. ms.

105. Devron, Gustave. Warren Easton, the educator. Master's, 1937. Tulane.

Appraises the educational career of Warren Easton, superintendent of schools of New Orleans from 1868-1910.

106. Evjen, John O. Life of L. H. W. Stuckenberg, theologian, philosopher, sociologist. Minneapolis, Lutheran free church publication company, 1937. 500 p. (Carthage college)

Discusses college life in the United States from 1850-1860, the Civil War, and German universities from 1860-1900; and Stuckenberg's contributions to the field of theology, philosophy and sociology.

107. Foust, Geneva. McHenry Rhoads, his life and work. Master's, 1937. Kentucky. 115 p. ms.

Gives an authentic account of his youth, his achievements as an educator and public servant during his long and useful career until the date the thesis was written.

\*108. Fritz, Florence Ruth. Joel Barlow's early deistic liberalism: a study of radical influences at Yale, 1774-1781. Master's, 1937. George Washington. 75 p. ms.

Gives examples of the misconceptions of Barlow's politics and religion; discusses the external forces which brought about a leveling spirit at Yale; shows that Barlow was under the influence of deistic liberalism at Yale from 1774 until 1781; attempts to explain his Federalistic bias in his political writings at Hartford, 1881-1788; and disproves the statement that "Noah Webster's *Sketches of American policy* started Joel Barlow on the democratic train of thought which lifted his political writings to an importance far exceeding his tin-plated epic *The Columbiad*".

†109. Garber, Paul Neff. John Carlisle Kilgo, president of Trinity college, 1804-1910. Durham, North Carolina, Duke university press, 1937. 412 p.

110. Graves, Ruth. The educational influence of Matthew Arnold. Master's, 1936. South. Methodist. (Abstract in: Southern Methodist university. Abstracts of theses, 1937: 11-12)

Shows that Matthew Arnold rendered a meritorious service to the cause of education in England through the influence of his writings and by his long service as inspector of English schools.

111. Hamel, Brother Albert. Father Champagnat, one of the great Christian educators of the nineteenth century. Master's, 1937. Fordham. 89 p. ms.

†112. Hanus, Paul H. Adventuring in education. Cambridge, Harvard university press, 1937. 259 p.

Gives an account of the schools and universities in which he was a pupil or teacher; describes the founding of the Department of education at Harvard university, and the development of the department into the Graduate school of education. Describes important movements for school improvement in which Dr. Hanus participated during his professional career.

113. Jones, Neil S. The education of Thomas A. Edison. Master's, 1937. Ohio State. 71 p. ms.

114. Jones, Waurena. Biographies of great educators for intermediate grade children. Master's, 1937. Peabody. 141 p. ms.

Presents biographical facts on the lives of 15 noted educators in story form for fourth grade children.

\*115. Judd, Romie D. The educational contributions of Horace Holley. Doctor's, 1936. Peabody. Nashville, George Peabody college for teachers, 1936. 96 p. (Contribution to education, no. 186)

Deals with his early life, education and experience as a minister, and with his presidency of Transylvania university, his work at New Orleans, and his death and burial at sea.

\*116. Keso, Edward Elmer. The senatorial career of Robert Latham Owen. Doctor's, 1937. Peabody. Nashville, George Peabody college for teachers, 1937. 9 p. (Abstract of Contribution to education, no. 190)

Deals with Senator Owen's early life and education, and his work in the United States Senate for education and for the passage of child labor laws.

\*117. Killam, Hazel. Aspects of modern biography. Master's, 1937. Boston Univ. 98 p. ms.

Presents a brief history of biography; discusses the various branches and divisions of biography, the scope of modern biography, the ideal biography and ideal biographers, characteristics of modern biography, devices and attitudes of biographers, problems and difficulties, status of modern biography, causes of interest in biography, biography in education, and the future of biography.

118. May, John B. The life of John Lee Buchanan. Doctor's, 1937. Virginia. (Abstract in: University of Virginia. Secondary education in Virginia, no. 21: 76-78)

Discusses Buchanan's education; his career as a teacher at Emory and Henry college, and at Vanderbilt university; as president of Virginia agricultural and mechanical college; as co-president of Martha Washington college; as vice-president of the board of trustees of State female normal school at Farmville; his work as superintendent of public instruction for Virginia; his professorship of Latin in Randolph Macon college; and his career as president of Arkansas industrial university.

\*119. Orchard, Ervel Fern. Ralph Adams Cram, the modern mediaevalist. Master's, 1937. Boston Univ. 70 p. ms.

Discusses Cram's life, and his architectural work for the Military academy, West Point, Princeton university, his architectural work for religious and governmental agencies, his achievements in the field of literature, and his philosophy of art and life.

\*120. Sonn, Marie. Educational implications in the life and poetry of William Morris. Master's, 1934. St. T. C., Upper Montclair. 78 p. ms.

Studies the interest values in the life and poetry of William Morris, and his appeal for the commercial, fine arts, industrial arts, home economics, and science students; and discusses the suitability of his life and poetry for junior high school students.

121. Stephan, Luther Victor. Luther as an educator. Master's, 1937. Okla. A. & M. Coll.

Shows that Martin Luther should be recognized as a reformer in the field of education as well as in religion; that the great religious principles by which he reformed the church became the ground work of his activity as an educator; that his greatest contribution as an educator was his espousal of popular education, which was the natural outgrowth of his religious reforms, and fulfilled the just claim of the common man for general enlightenment and opened the way for the private judgment of the individual; that the entire period of instruction, from the primary through the secondary school, and to the university came under the sweeping influence of Luther's reform in education. Shows that courses of study and methods of teaching were revised and amended to conform to the need of a more enlightened people; and that his *Small Catechism* has served as the most important religious textbook in the Lutheran church for 400 years.

122. Taylor, Charles W. The life of Caleb Atwater. Master's, 1937. Ohio State. 54 p. ms.

Studies his work in securing a common school system for Ohio.

\*123. Vaughan, William H. Robert Jefferson Breckinridge as an educational administrator. Doctor's, 1937. Peabody. Nashville, George Peabody college for teachers, 1937. 152 p. (Contribution to education, no. 208.)

†124. Williams, E. I. F. Horace Mann, educational statesman. New York, Macmillan company, 1937. 367 p. (Heidelberg college)

Discusses Horace Mann's early life, his education, his work in the Massachusetts legislature, and his educational work.

125. Windrow, John E. The life and works of John Berrien Lindsley. Doctor's, 1937. Peabody.

126. Wood, May-Louise. Biography and educational contributions of James Gordon Carter. Master's, 1937. Maryland. 81 p. ms.

Shows that James Gordon Carter worked for education in Massachusetts. His advocacy of an adequate public school resulted in legislation that lay the foundation for the work of Horace Mann.

RESEARCH STUDIES IN EDUCATION  
CURRENT EDUCATIONAL CONDITIONS  
GENERAL AND UNITED STATES

127. Backus, Howard P. Effectiveness of services extended by the state department of education to second class districts. Master's, 1937. Washington. 120 p. ms.

Shows a high degree of satisfaction among public school men with the department's program as regards quality of service, but that many services should be elaborated or increased quantitatively; that smaller school systems appear to solicit a great deal more help from the department than they are receiving, the need being very acute in systems having high school enrollment of 50 or less pupils; that the present program of services appears to be well adapted to the needs of systems having a high school enrollment of 100 to 200 pupils which is the average size of Washington schools. Ranks 49 specific services according to the adequacy with which they satisfy the needs of the 163 school superintendents reporting.

\*128. Beck, Richard T. Re-evaluation of the educational program for Ho-Ho-Kus, New Jersey. Doctor's, 1937. New York. 299 p. ms.

Studies the underlying philosophy of the educational program, the socio-economic status of the town, community problems affecting the educational program, community attitudes toward the program, school building survey, the organization and administration of the curriculum, and the teaching staff.

129. Beshel, A. A. Development of emergency education in Bucks county. Master's, 1937. Temple. 66 p. ms.

Studies the Works progress administration education program in Bucks county, Pennsylvania. Finds that many teachers were given work who would otherwise be on relief; that a nursery school is maintained at Bristol for about 50 children; that more than 200 high school students are receiving National youth administration aid; and that the chief project is adult education in which classes are given in arts and crafts, commercial and academic subjects.

130. Boone, Mamie Edith. The relation of the parent teacher association to education in Texas. Master's, 1936. South. Methodist. (Abstract in: Southern Methodist university, Abstracts of theses, 1937: 8-9.)

Presents the history and the achievements of the national, state, and local organizations, and the types of programs used for the regular meetings and the radio hours of these organizations. Shows that the Texas state congress of parents and teachers has aided in keeping the per capita apportionment of public funds for education in Texas at a high standard; in establishing health work in the public schools; in securing free textbooks; in carrying on welfare work among underprivileged pupils; and in conducting parent education study courses in connection with the schools.

131. Bowling, Cecil. An evaluation of concepts of general education and social intelligence. Doctor's, 1937. Oregon.

132. Brotsman, R. P. An evaluation of some of the activities of the American federation of teachers in the high schools of the United States. Master's, 1937. Ohio State. 178 p. ms.

133. Brown, Milo Sedgewick. The case study of educational diagnosis. Master's, 1937. Wisconsin.

134. Brown, Rheba Benaway. Attitude of seven "pressure groups" toward 12 phases of education. Master's, 1937. Michigan.

135. Burns, Rev. J. J. The educational efforts and influence of the International federation of Catholic alumnae. Master's, 1937. Catholic Univ. 94 p. ms.

Portrays the origin and development, together with the educational activities, of the International federation of Catholic alumnae, and concludes that it is making a distinct contribution to Catholic education.

136. Bynum, Hubert Earl. Inequalities of educational opportunity in New Mexico. Master's, 1937. Southern California.

137. Carlisle, Ervin F. Acquainting the people with their schools. Master's, 1937. Ohio State. 125 p. ms.

Studies the opportunities growing out of the educational program of the school which will aid the school in promoting a program of public relations.

138. Carpenter, W. W. and Townsend, L. G. The community needs a measuring stick. School executive, 56: 428-29, June 1937. (University of Missouri)

Studies the services offered to children of a community.

139. ——— and ———. A measuring stick for the school services to which the school children of the state are entitled. Jefferson City, Missouri state department of education, 1937. 4 p. (University of Missouri)

140. Cheney, Thomas Milford. Newspaper treatment of radicalism in the schools. Master's, 1937. Southern California.

\*141. Covault, Evelyn. A study of programs of state associations of deans of women. Master's, 1937. Syracuse. 65 p. ms.

Presents a brief study of programs from 1926 through 1935 to discover trends in thought for a period of years, and a detailed study of the programs for the year 1935 to determine the status of educational thought, the presentation methods and the personnel for a given year.

†142. Cronin, James T. and Donohue, Francis J. Catholic public schools in the United States. New York, Fordham university, 1937. 30 p. ms. (Institute of Catholic educational research. Bulletin, 1937, no. 1)

Describes the kinds and number of schools and pupils, property arrangements, public and Catholic supervision, teaching staffs, religious instruction and practices, and special aids given pupils in Catholic elementary and secondary public schools. Analyzes data on 140 of the 340 Catholic public schools in the United States. Finds that the advantages of the Catholic public schools are: Financial advantages to the parish, improved facilities for religious instruction, better trained teachers and better teaching, free books and transportation, increased salaries for teachers, and better school buildings and equipment; that the disadvantages are: limitations on religious instruction, lack of general control and supervision by diocese and parish, lack of church control over textbooks, uncertainty as to permanence of arrangement, Catholic education without sacrifice is not appreciated, excessive need for caution in school administration, and resulting lack of "sound Catholic spirit" in pupils.

143. Curtis, Myrl L. A handbook for foreman conference leaders. Master's, 1937. Okla. A. & M. Coll.

Sets up a plan for the development of latent abilities in conference leading, suggests specific techniques for realizing the objectives of the conference, and coordinates objectives and previous experiences of the group with the training that should follow the conference.

144. Dennard, E. N. A study of significant school problems in the old town of Pampa, Texas. Master's, 1937. South. Methodist. 86 p. ms.

145. Dollard, Laura Ann. A study of the educational values of the American Junior Red Cross. Master's, 1937. Stanford.

146. Drescher, Sister M. Edmina. The educational activities of the Sisters Adorers of the Most Precious Blood, Wichita, Kansas. Master's, 1937. Wichita. 173 p. ms.

147. Estes, Eley Marshall. The development of a plan to administer the new curriculum program of Virginia so that each pupil may be better prepared vocationally for life. Master's, 1937. Va. Poly. Inst. 82 p. ms.

Finds tremendous variations between schools of similar size with reference to facilities, teachers salaries, per capita cost of instruction in secondary schools, a need for considerable

increase in curricula offerings in vocational work, a need for a revised program for consolidation, and a more efficient bus system.

\*148. Ferry, Thomas Francis. Organization activities in the Washington, D. C. public schools. Master's, 1937. George Washington. 89 p. ms.

Studies the activities of the patriotic, military, peace, fraternal, religious, racial, youth, business and labor, prohibition, health, civic and professional organizations in Washington as they affect the public schools. Investigates the activities of 35 organizations. Shows that the organizations are very active, and that most of them are of great help to the schools.

\*149. Foster, Charles Richard, jr. Editorial treatment of education in the American press. Doctor's 1937. Harvard. 649 p. ms.

Examines all editorial comments on education appearing in 25 selected American newspapers during the period, from January 1, 1930, to January 1, 1935. Analyzes 8,939 editorials on education, constituting about 3.5 percent of all editorials on all topics in the newspapers studied, finds approximately one fourth of the editorials "adversely critical". Shows that educational costs share the center of editorial attention with issues relating to the purpose, value, efficiency, and personnel of the school system; and that little attention is paid to what is done in the schools, or how it is done. Indicates the need for some method of informing the public of what the school is doing or failing to do about many things. Finds little acceptance of the principle that the wealthier sections should contribute, through some equalization scheme, to the maintenance of minimum educational standards in poorer parts of the state or of the nation.

150. Franck, Guy Paul. The attitude of certain foreign-born nationality groups toward the public school. Master's, 1937. Wyoming. 74 p. ms.

\*151. Halter, Helen. The educational programs of selected taxpayers associations and their influence on public education. Doctor's, 1936. New York. 268 p. ms.

Analyzes programs of state and local taxpayers associations as described in their printed publications, letters from their directors, and letters from state school officials, questionnaire replies from 601 school superintendents concerning taxpayers associations in their communities. Shows that many taxpayers associations were active during this period, and recommended economy in education, and that taxpayers associations and school officials were not cooperative.

152. Harr, Theron L. A study of the history, organization and present status of cooperative education. Master's, 1937. Michigan.

\* 153. Heiman, Anita Berg. The case for a Federal department of education. Master's, 1936. Hunter.

154. Holman, William Hayes. Interpreting the modern conception of education in the small Texas community. Master's, 1937. Colorado. (Abstract in: University of Colorado studies, 25: 73) -

Attempts to determine how the new Texas curriculum revision program can be interpreted in a small community with a heterogeneous population and education levels varying from illiterates to university graduates. Gives a program of interpretation which would lead to a better understanding between parent, child, and school, less community conflict, increased tax collections, and community acceptance of the new curriculum procedures.

155. Hounshell, Paul. Public relations for the public schools of Northampton county. Master's, 1937. Virginia. 128 p. ms. (Abstract in: University of Virginia. Secondary education in Virginia, no. 24: 74-75)

Analyzes replies to a questionnaire sent to 600 parents in Northampton county, to determine the types of information about the schools in which parents are most interested. Finds that parents wish to know about the instructional phases of school work, the results achieved by the schools, and the physical welfare of the pupils. Shows that in general, teachers and principals agree with parents as to the importance of the various types of school information; that members of the school board consider it important that parents have information about the business, financial, and administrative phases of the school program, while the superintendents more nearly agree with the parents as to the importance of the various topics of school information.

156. **Huffman, William Evin.** A program of school and community reconstruction. Master's, 1937. Ohio State. 110 p. ms.
157. **Leahy, Sister M. Basil.** The effects of the parent teacher association on Catholic schools. Master's, 1937. Catholic Univ. 42 p. ms.  
 Gives a brief statement of the origin of the parent teacher association. Studies the philosophy underlying the movement, its aims and accomplishments in several dioceses, including Cincinnati, Cleveland, Duluth, El Paso, Fort Wayne, Harrisburg, St. Paul, Lincoln, Louisville, Milwaukee, Omaha, Portland (Oreg.) and San Francisco.
158. **McCammon, Byron.** The parent teacher association in the Fort Wayne public schools. Master's, 1937. Chicago. 73 p. ms.
159. **McKinnon, Sister Mary Concepta.** The educational work of the California Institute of the Sisters of the Immaculate Heart of Mary. Master's, 1937. California, L. A.
160. **McLees, Willie.** American schools in certain outposts of western civilization. Master's, 1937. Cincinnati. 64 p. ms.  
 Describes the organization, work and ideals of selected schools for American children in China, Japan, the Philippines, India and Syria.
161. **McBae, William Alexander.** The origin of some primitive survivals in modern culture. Master's, 1937. Columbia. 26 p. ms.
162. **Miller, Loyce V.** Trends in educational problems as indicated by current educational magazines. Master's, 1937. Kans. St. T. C., Emporia. 76 p. ms.
163. **Moore, Carroll Percival.** Contributions in the field of education made by the Youth hostel movement. Master's, 1937. Mass. St. Coll. 92 p. ms.
164. **Musgrove, Ruth.** An experimental study of the dynamic conception of knowledge in youth. Master's, 1937. Iowa.
165. **Northcutt, Hudie Lee.** Current opinions regarding desirable school, home and community relationships. Master's, 1937. Peabody.
166. **Page, Clifton Orville.** The country day school: a survey of its aims, growth, and certain of its activities. Master's, 1937. Indiana. 132 p. ms.
167. **Phillips, Adolph John.** A history of voluntary teacher associations, in Oregon in relation to similar national movements. Doctor's, 1937. Oregon.
168. **Pinks, James Woodward.** Current trends of leisure and of education for leisure. Master's, 1937. Colorado. (Abstract in: University of Colorado studies, 25: 93)  
 Attempts to determine the significance of changes in the basic conceptions of leisure; to determine the chief attitudes toward and the objectives of leisure; to evaluate them and show their relationships to current educational procedure.
169. **Porter, Mildred Cynthia Beulah.** The educational effectiveness of a museum of natural history. Doctor's 1937. Yale.
170. **Preston, M. C.** The effects of the depression on education in Colorado. Master's, 1937. Colo. St. Coll. of Ed.
- †171. **Purdue university.** Division of educational reference. Further studies in attitudes, series II. Lafayette, Ind., 1936. 298 p. (Studies in higher education, 31).  
 Contents: (1) Children's attitude toward law as influenced by pupil self-government, by Sister Fridiana Peters and Sister M. Rosanna Peters, p. 15-26; (2) Relationship of pupil attitudes toward social topics before and after studying the subject, by Richard M. Bateman and H. H. Remmers, p. 27-51; (3) Teaching poetry appreciation, by J. Edwin Hadley, p. 52-54; (4) Effect of printed social stimulus material upon the attitudes of high school

pupils toward the Negro, by Donald Peregrine, p. 55-69; (5) Attitudes toward certain proposed social actions as affected by defined educational content, by Robert McConnell, p. 70-104; (6) Measuring the effect of a lecture on attitudes toward the League of nations, by H. H. Remmers, p. 105-08; (7) Changing attitudes toward a racial group, by H. H. Remmers, and C. L. Morgan, p. 109-14; (8) Socially significant attitude objects, by E. Porter Horne, p. 117-26; (9) Relationship between certain attitudes of parents and children, by T. D. Peterson, p. 127-44; (10) Validation and application of a scale of attitude toward any vocation, by Charles C. Sigerfoos, p. 177-91; (11) Certain attitudes of Negro junior high school pupils, by Charles T. Taylor, *fr.*, p. 192-202; (12) Survey of attitudes toward recent economic policies, by H. H. Remmers, W. V. Owen and Ida B. Kelley, p. 203-13; (13) Attitudes of high school pupils toward various methods of discipline, by Charles E. Corbin, p. 214-24; (14) Curricular material and measuring devices for teaching appreciation of poetry, by H. H. Remmers and J. Edwin Hadley, p. 227-37; (15) Construction and evaluation of a scale for measuring attitude toward any teacher, by Loyal D. Hoshaw, p. 238-51; (16) Construction and evaluation of a scale to measure attitude toward any proposed social action, by Dorothy M. T. Baines, p. 252-58; (17) Construction of a three-axial scale for the measurement of attitudes toward any existing or proposed social activity, by M. Lawrence Hawkins, p. 259-74; (18) Construction and evaluation of a scale to measure audience attitude toward any play, by Mildred Dimmitt, p. 275-82; (19) Ranking of attitude object categories by different populations, by E. Porter Horne, p. 283-90; (20) Reliability of generalized attitude scales as related to length of scale, by John Hancock, p. 291-95.

172. Beller, Theodore L. *Community planning for youth*. Philadelphia, Public education and child labor association, 1937. 125 p. (University of Pennsylvania)

Emphasizes the need of coordination of all youth agencies in the community. Concludes that responsibility for their coordination should be assumed by educational leaders of the community; that community councils might be developed under the superintendent of schools in order to insure the most effective coordination of existing youth agencies and planning of additional agencies. Considers the employment of recreational, further educational, and occupational surveys in the development of the community for the betterment of youth.

173. Shalloo, Daniel F. *The influence of the American federation of labor upon the curriculum of the public schools*. Master's, 1937. Catholic Univ. 39 p. ms.

Shows that since its origin in 1881, the American federation of labor's educational policies have covered a wide field; that universal education and academic freedom have been its ideals; that training in citizenship and vocational courses and new demands in the social sciences have been emphasized; that medical and dental inspection have been proposed, and special classes for subnormal children have been demanded; that physical education has received due attention; and that a democratic and, at times, a nationalistic spirit colored their activities.

174. Slavson, S. R. *Creative group education*. New York, Association Press, 1937. 247 p. (New York university)

Discusses the group in personality development; the nature and problems of group and classroom leadership; the school and club program and records of social clubs; creative group discussion; arts and crafts; art; music and the dance; creative dramatics and play writing; creative writing; nature study and science; trips and excursions; the educative value of parties; utilizing school holidays for group activity; the gymnasium and the competitive spirit; the self-governed summer center; staff qualifications; the educational consultant, a new type of supervision and training; and talks with leaders.

175. Smith, Alpha Edson. *The academies and seminaries of southern Illinois*. Master's, 1937. Chicago. 116 p. ms.

176. Soward, G. V. *The organization, objectives, and activities of teachers' associations in Nebraska*. Master's, 1937. Colo. St. Coll. of Ed.

177. Thomas, Howard. *The problem of the future of Suffield academy: a justification solution*. Master's, 1937. Mass. St. Coll. 56 p. ms.

\*178. Tobin, Francis Leo. The activities of state teachers' associations, from 1931 to the present, in relation to the economic aspects of the profession. Master's, 1937. George Washington. 42 p. ms.

Analyzes the efforts made by the state education associations toward improving the economic welfare of the teaching profession during the five years, 1932-1936, inclusive. Studies replies to a questionnaire and to letters sent to state teachers' organizations, and surveys the journals of the state associations. Shows that the associations have assisted school administrators by helping prepare salary schedules, by providing in-service training, and by adjusting personal difficulties; that they have given aid to needy teachers, have provided group insurance facilities, have protected the legal and professional rights of teachers, and have aided through loan funds, sickness, accident and hospital benefits; that they have pursued legislative activities for improving the economic status of the teachers.

179. Van Atta, Stanley L. The activities of the rural parent teacher association of Ohio. Master's, 1937. Ohio State. 94 p. ms.

180. Waltz, Mabel Catherine. The educational significance of trends in population growth and distribution. Master's, 1936. Chicago. 119 p. ms.

181. Westpheling, Mary Elizabeth. The school as a factor in moulding public opinion. Master's, 1937. Southern California.

182. Wilcox, Orley Warren. A study of American educational foundations and their importance as democratic institutions. Master's, 1937. Kans. St. T. C., Emporia. 130 p. ms.

183. Wist, Benjamin Othello. American foundations of public education in Hawaii. Doctor's, 1937. Yale.

#### SURVEYS

\*184. Bonner, Albert Laney. A survey of the educational possibilities of the Rushville-Middlesex-Potter area. Master's, 1936. Syracuse. 76 p. ms.

Discusses the character of the community; the organization of a central rural district; educational organization, administration and supervision; the program of education; transportation; existing and proposed school housing; and the financing of the schools.

185. Burton, John Ira. A comparative study of the Virginia educational surveys of 1919 and 1927. Master's, 1937. Virginia. 178 p. ms.

\*186. Esler, Norman Lawrence. Educational survey of McLaughlin independent school district, no. 3. Master's, 1937. North Dakota. 60 p. ms.

Investigates the financial ability of McLaughlin independent school district, no. 3, in Corson county, South Dakota, to maintain schools; studies the income and expenditures of the district; studies schools, school population and teacher personnel in both the county and the school district; investigates the non-enrollment problem in the district with special reference to children of high school age, and the need for the establishment and management of dormitories for pupils of high school age. Finds that the income of the district is not enough to support the schools; that per-pupil income from district taxation is inadequate; that per-pupil expenditures are below the state average based on average daily attendance; that the number on the school census and the number of schools have decreased; that pupils should be given the opportunity of a high school education by the establishment of high school dormitories; and that the state should develop a course of instruction designed to fit dormitory deans for their work.

187. Hemans, Harrison E. A survey of the Dearborn city school districts for the fiscal year ending June 30, 1935, and a discussion on consolidation. Master's, 1937. Detroit. 49 p. ms.

Studies the wealth, population, census and enrollment data, educational facilities, school taxation rates, financial conditions, and conditions affecting teachers and pupils in Dearborn school districts. Recommends the consolidation of the school districts because of unequal educational facilities in the city, inequalities in the taxable wealth and financial support of these districts, and the existence of inefficient, wasteful, and duplicative administrative functions.

188. Kirton, Mrs. Laura S. The socio-economic efficiency of the Winter Garden schools. Master's, 1937. Stetson. 122 p. ma.

Surveys the social and economic conditions in this community to determine what the school could do to improve them. Finds that the curricula now offered should be changed to meet some of the needs of the community; that the traditional classical and scientific schedules do not cover all the practical, social and economic information needed in this industrial community; and that the curriculum should be adapted for this purpose.

189. Litherland, John W. A survey of Culbertson public schools. Master's 1937. Nebraska. 97 p. ma.

190. Maure, Raymond. The educational problem of five independent school districts in the town of Hempstead, Nassau county, New York. Doctor's, 1937. New York. 104 p. ma.

Shows that the school districts should be enlarged to include surrounding districts.

†191. Pennsylvania University. Committee on school surveys of the School of education. Survey of the schools of Bethlehem, Pennsylvania. Bethlehem, Pa., Times publishing company, 1937. 332 p. (University of Pennsylvania. School of education studies. Series, 1937, no. 1)

Surveys the community of Bethlehem and its needs, the administration and finances of the schools, the school plant, the teaching staff, and elementary and secondary education.

†192. Sasman, Erwin H. Surveying our environment for educative materials. Evanston, Ill., Northwestern university, 1936. 19 p. ma.

Discusses the surveying of the community by rural survey committees, and suggests that they determine the purpose, uses, and types of survey to be carried on, the way they should be conducted, and the way the survey results can be made most useful to the rural teachers of the county.

†193. Teachers college, Columbia university. Division of field studies. Institute of educational research. Forward to the fundamentals in education: the Hartford schools in 1936-37: a brief report of the survey of the public schools of Hartford, Connecticut. New York, 1937. 318 p.

Surveys the administration of the schools, the bureau of research, the business administration of the schools, the school buildings and grounds, size and growth of Hartford, the school building program, financing the schools, the teacher personnel, the development and guidance of individual pupils, instruction in the elementary schools, secondary education, adult education, junior college facilities, health and physical education, the fine arts, industrial arts and trade school education, education for home and family life (home economics education), music education, the use of audio-visual aids to instruction, school library services, and food service in the Hartford public schools.

194. Uecker, Lloyd T. A survey of the Hudson public schools covering intelligence, visual efficiency, and subject matter attainment. Master's, 1937. South Dakota. 104 p. ma.

#### FOREIGN COUNTRIES

\*195. Allen, Howard. The organization and administration of the educational system of the Provinces of Quebec and Ontario. Doctor's, 1937. Syracuse. 117 p. ma.

Discusses the educational development of the Province of Quebec; authority exercised over education by the state, the church, and the local community; sources of public school financial support; the educational development of the Province of Ontario; authority exercised over education by the state, the church, and the local community; financial support of education in the Province of Ontario; and a critical appraisal of the organization and administration of the educational systems of Quebec and Ontario.

196. Alter, D. Emmet. Organization, support, and administration of mission schools in India. Doctor's, 1937. California.

Studies significant factors in the total situation in India, especially those seriously affecting education, educational objectives, and the qualifications of missions for educational work in India.

\*197. Bason, Cecilia Hatrick. Study of the homeland and civilization in the elementary schools of Germany, with special reference to the education of teachers. Doctor's, 1937. T.C., Col. Univ. New York, Teachers college, Columbia university, 1937. 165 p. (Contributions to education, no. 710.)

Covers the periods of the Empire, the Republic, and the first two-and-one-half years of the Third Reich. Shows that the German people have used their schools for the purpose of developing loyalties to country and to ruler; have emphasized the study of the homeland and civilization in the elementary schools, especially after periods of great strain and difficulty; that national patriotism as developed in Empire and Republic formed a good foundation for developing allegiance of the masses to National socialism; that few educational ideas have been initiated by the National socialists, rather, they have revived, reinterpreted and reemphasized what suited their program; and that elementary education under National socialism seems to be effective. Suggests that education in the United States might be more effective in developing knowledge of and respect for native land and what it stands for without becoming a means for maintaining the status quo, and that teachers should include more community life and contact with parents in their educational programs.

198. Bloxom, Blanche. The status of the doctor and the lawyer in Rome. Master's, 1937. Colorado. (Abstract in: University of Colorado studies, 25: 40-41)

Attempts to determine the social standing of doctors and lawyers in ancient Rome, and the attitude towards the professions of medicine and law. Shows that the medical profession, which was introduced from Greece in the third century B. C., was mainly in the hands of Greeks, who were for the most part slaves or freedmen, consequently its representatives were of low rank socially; that the law was practiced by free-born Roman citizens, many of whom belonged to the aristocracy and enjoyed a high social position. Finds that there were no fixed qualifications for the practice of either profession; that for the doctor experience was advised but not required, and that anyone who wished to do so could practice the art; that the lawyer-to-be usually studied rhetoric and allied subjects, frequented the law courts, and made his first appearance under the patronage of some successful lawyer.

199. Bramley, Violet E. Post-primary education in New Zealand. Master's, 1937. Michigan.

\*200. Cho, Seung-Hak. A study of the Korean elementary school curriculum. Doctor's, 1937. Wisconsin. 200 p. ma.

Traces the development of the educational system in Korea, and the present educational system; and attempts to determine to what extent psychological principles have been applied to elementary education in general, to curriculum organization, especially to arithmetic for grades three through six, and to elementary science for grades four through six. Finds that the Japanese authority is trying to Japanese Koreans through education; the church attempts to Christianize Koreans through education; and Koreans are trying to Koreanize Koreans in order that their race and culture may be preserved. Finds that from a Korean's point of view, too much emphasis has been placed upon the Japanese language, Japanese history, and Japanese geography, and too little attention has been given to the Korean language, and no provision made for the teaching of Korean history and geography to Korean children. Shows that the use of Japanese language and Chinese characters, and unfamiliar objects in the teaching of arithmetic has made it a difficult subject for Korean children. Indicates that an attempt has been made to include in the science courses everything that seems to be important in everyone's daily life, with the illustrations either crude or too difficult; and that the primary purpose of character education has been to teach children politeness and courtesy. Demonstrates that Korean education has imitated what others do, and has not yet touched the science of psychology in education.

201. Cramer, John Francis. Financing public education in Australia. Doctor's, 1937. Oregon.

\*202. Dambach, John. Physical education in Germany. Doctor's, 1937. T.C. Col. Univ. New York, Teachers college, Columbia university, 1937. 116 p. (Contributions to education, no 731)

Traces the development of physical education systems in Germany from 1807 to the present regime.

\*203. Daniels, Blair E. Technical and industrial education in the public schools of Mexico City. Doctor's, 1937. Temple. Philadelphia, 1937. 87 p.

204. Darrow, Dorothy. Education in England in the nineteenth century as portrayed by Charles Dickens. Master's, 1937. Iowa.

205. Dixon, Edward E. jr. Village centered Christian education in North China: outline of a search for constructive hypotheses to be further tested. Master's, 1937. Columbia. 113 p. ms.

206. Diao, Chwang-Chia. The growth of teachers in service in Chinese middle schools. Master's, 1937. Colo. St. Coll. of Ed.

207. Douglas, Christine. Art education of young children in public schools of Mexico. Master's, 1937. Peabody. 112 p. ms.

208. Edwards, Margaret Jane. A course of Bible studies for use in teaching Christian women of rural south China. Master's, 1937. Biblical Seminary. 142 p. ms.

209. Ferguson, Ruth H. Home background of home economics students of the University of Manitoba as an index to college training for family living. Master's, 1937. Iowa State.

Analyses the home background of 145 home economics students at the University of Manitoba, Canada, in an attempt to determine some of the needs of the students. Indicates a need for further work on personal and family finance, home relationships, orientation or personal adjustment, and a greater amount of faculty counseling.

210. Forbes, Joseph Morris. The principles and technique for developing a curriculum for Christian leaders in Assam, India. Master's, 1937. Southern California.

\*211. Fox, James Harold. The centralized control of secondary education in the province of Ontario: An evaluation of the administrative control exercised by the central educational authority, with suggestions regarding desirable and practical adjustments. Doctor's, 1937. Harvard. 554 p. ms.

Formulates four general criteria and a number of subordinate specifications for evaluating the administrative control of secondary education in Ontario; traces the historical development of the chief agencies of centralized control, and evaluates them in terms of the criteria; discusses some of the more significant present day problems of administrative control of secondary schools, and suggests desirable and practical adjustments in the present system of educational control in Ontario.

212. Gillett, Clarence Sherman. Philosophy and program of work with students of high school age in Sendai, Japan. Doctor's, 1937. Columbia.

213. Harris, I. J. Changes in the secondary schools of Austria brought about by the Revolution of February 1934. Master's, 1937. Coll. of the City of New York. 59 p. ms.

Describes and evaluates the changes in the aims, content, and organization of Austrian secondary education since the Revolution of February 1934. Indicates that the present organization of the Austrian educational system was brought about to conform to the needs of the new political system and that this new organization represents a reversion to the philosophy of education current under the Monarchy.

\*214. Hatcher, Mattie Louise. Nationalism in the curricula of the public primary school system of France. Doctor's, 1937. New York. 248 p. ms.

215. Hawkins, Orin B. A study of the educational system of the Republic of Mexico. Master's, 1937. Allegheny. 105 p. ms.

Finds that the educational work of modern Mexico is of a socialistic nature, and that in spite of the magnitude of the present achievement, the problem of educating the rural population is a matter for the future.

216. Huang, Shu-Fan. The curriculum in Western literature for the English department of the Chinese college. Master's, 1937. Stanford.
217. Hussey, Rev. J. M. Catholic action in the schools and colleges of Quebec. Master's, 1937. Catholic Univ. 112 p. ms.
218. Johnson, Thomas William Dosumu-. A history of Sierra Leone with special emphasis on education. Master's, 1936. Columbia.
- \*219. Jones, Dorsey D. Edwin Chadwick and the early public health movement in England. Doctor's, 1929. Iowa. Iowa City, University of Iowa, 1931. 159 p. (University of Iowa studies, new series, no. 197. Studies in the social sciences, vol. 9, no. 3)
220. Killingsworth, Myra Louise. A study of methods and materials for teaching English to Chinese. Master's, 1937. Peabody. 124 p. ms.  
Sketches the Chinese people, their civilization, language, and the history of the teaching of English in China, methods of foreign language study, and includes an annotated bibliography of materials for foreign language teaching.
221. King, Betty Marie. Secondary and higher education for women in India. Master's, 1937. Southern California.
222. Krumtum, James C. M. Domingo Faustine Sarmiento, the Horace Mann of Argentina. Doctor's, 1936. Oklahoma.  
Sketches Domingo Faustine Sarmiento's life, and shows that through his introduction of Mann's educational ideas into Argentina he greatly influenced the educational progress of that country, and that the school reforms advocated by Sarmiento are part of the law of the land.
- \*223. Lemmon, Hallie. A study of the use of the radio in the ministry of education of the Republic of Mexico. Master's, 1934. American Univ. 56 p. ms.  
Describes the work of the Radio-telephonic cultural bureau, which was formed as a part of the system of public education, and operates a government owned broadcasting system. Discusses the programs for children, teachers, housekeepers, and rural and city laborers; cultural programs and special features on Mexico for foreign countries.
224. Luben, Bernard Maurice. American influence in early modern Japanese education. Master's, 1937. Chicago. 98 p. ms.
225. Macias, Arturo Campirano. The rural school in Mexico. Master's, 1937. Chicago. 84 p. ms.
226. McKinley, James F. Supervision of teaching in village Sunday schools of the Philippines by Silliman university students. Master's, 1937. Columbia. 41 p. ms.
227. MacLaurin, Donald L. The history of education in the crown colonies of Vancouver Island and British Columbia and in the province of British Columbia. Doctor's, 1937. Washington.
228. McMullen, Robert Johnston. The Christian college confronts Chinese culture; a study of the cultural obstacles to participation in the religious program of a mission college in China with suggestions as to how to overcome them. Master's, 1936. Columbia.
229. Mager, John Frederick. Education and social change in a New Guinea society. Master's, 1937. Chicago. 92 p. ms.
- \*230. Math, Helen M. Social studies as a vehicle of propaganda in the schools of Russia and the United States. Master's, 1935. St. T. C., Upper Montclair. 71 p. ms.

231. Mefort, Carlton J. Physical education in Germany under Hitler. Master's, 1937. Ohio State.

232. Mendoza, Ofelia. Education of teachers in Honduras. Master's, 1937. Ohio State. 196 p. ms.

233. Meyer, William T. The ideas of race and nationality in the education of National socialist Germany. Doctor's, 1937. Iowa. (Abstract in: University of Iowa. Series on aims and progress of research, no. 52)

Finds that the school has become an instrument of the state as shown by centralization of control, organization of the various units, selection of pupils, choice and training of teachers, and the curriculum.

234. Parks, Vera Echo. A course of study in home economics for the Lal Bagh girls high school, Lucknow, India. Master's, 1937. Purdue. 154 p. ms.

Adapts principles, based on modern educational trends in the teaching of home economics, to the present situation in a secondary school for girls in India.

235. Phaley, Gordon Edward. The development of education in Palestine under the British mandate. Master's, 1937. Southern California.

236. Raab, Luella. A critical analysis of methods of teaching figure drawing to children in Austrian schools. Master's, 1937. Iowa.

237. Rogers, Burton Brush. The teaching of the English language in China. Master's, 1937. Yale.

\*238. Boucek, Joseph Slabey. The development of sociology in Czechoslovakia. Master's, 1936. New York. 46 p. ms.

Evaluates the sociological system founded in Czechoslovakia by Masaryk and Benes and emphasizes the close connection between sociology and philosophy in that country. Nationalistic and social needs have influenced the application of the theoretical training of its founders.

239. Schaefer, Alice Helen. The development and contribution of Christian education in Siam. Master's, 1937. Biblical Seminary. 96 p. ms.

240. Schmidt, Dorothy Lucilla. Patriotism and religion in Japan. Master's, 1937. Biblical Seminary. 101 p. ms.

241. Shappee, Nathan. Fascist education in Italy. Pittsburgh, University of Pittsburgh, 1937.

242. ———. Fascist philosophy and education in Italy. Pittsburgh, University of Pittsburgh, 1937.

†243. Smith, Henry Lester and Painter, William Isaac. Bibliography of literature on education in countries other than the United States of America. Bloomington, Indiana university, 1937. 341 p. (Bulletin of the School of education, Indiana university, vol. 13, no. 2)

Presents an annotated list of all materials written in the English language pertaining to education in foreign countries during the twentieth century which may be found in the journals, magazines, bulletins, pamphlets, and books which are on file in the Indiana university library and which have been published between January 1, 1925 and December 31, 1936.

244. Smuts, Adriaan J. The education of adolescents in South Africa. Doctor's, 1937. T. C., Col. Univ.

Traces the historical factors that have gone to make the present system of education, the development of secondary education in each of the four provinces as well as the system of technical and vocational education under the Union department; shows some of the underlying problems of financing, selection, curriculum, construction, and examinations; studies what some other countries are doing with their adolescents; discusses principles basic to curriculum revision in South Africa; and shows procedures the schools could use in providing for the needs of individual pupils.

245. Steytler, John G. Educational adaptations with reference to village schools in central Nyassaland. Doctor's, 1937. Cornell.

246. Stowe, Everett McKinley. Character and religious education in Christian middle schools in China. Doctor's, 1937. Columbia.

\*247. Stratemeyer, Clara G. Supervision in German elementary education, 1918-1933. Doctor's, 1937. T. C., Col. Univ. New York, Teachers college, Columbia university press, 1933. 172 p. (Contributions to education, no. 734.)

Attempts to determine the nature of the supervisory leadership under which reforms in elementary education were carried out and the nature and functioning of German elementary education with respect to matters concerned directly with the quality of instruction and its continued improvements; and the theories, principles and practices underlying the functioning of the supervisory agencies.

\*248. von Mohrenschildt, Dimitri S. Russia in the intellectual life of eighteenth-century France. Doctor's, 1936. Columbia. New York, Columbia university press, 1936. 325 p. (Columbia university studies in English and comparative literature, no. 124)

\*249. Wee, K. A. Physical education in Protestant Christian colleges and universities of China. Doctor's, 1936. T. C., Col. Univ. New York, 1937. 105 p.

Gives a brief description of the function of Protestant Christian colleges and universities in China, discusses the administration, program and equipment of physical education departments in these institutions, and discusses physical education for women in Christian institutions.

250. Whitby, Harold R. Industrial arts projects from rural Mexico. Master's, 1937. Iowa.

251. White, Ralph Manson. Private education in the new nationalism in China. Master's, 1937. Columbia. 57 p. ms.

\*252. Whyman, Henry C. The conflict and adjustment of two religious cultures—the Swedish and the American (as found in the Swede's relation to American Methodism). Doctor's, 1937. New York. 255 p. ms.

Presents a psychological analysis of the Swedish mind; discusses dissenting religious movements in Sweden, Pietism and Evangelicalism; Methodism in Sweden; Swedish immigration in America; the immigrant and his culture; the American frontier culture and the Swede; Americanization and Methodism; Swedish Methodism in America; children of conflicting cultures; and Swedish Methodism and its youth.

253. Wong, Vi-Lien. A study of Chinese college library personnel. Master's, 1936. Columbia.

254. Yoh, Peter L. The methods of American public library extension and their possible application in China. Master's, 1936. Columbia.

#### INTERNATIONAL EDUCATION

\*255. Frank, Mildred Helena. Education for international good will. Master's, 1937. Boston Univ. 193 p. ms.

Defines national security as applied to the United States; discusses its social value, challenge to education, and its relation to international security; surveys world conditions since 1918 that have threatened our national security, political conditions in Japan, Italy and Germany; the rise of dictatorships in Russia, Italy and Germany; the failure of the League of Nations in dealing with the aggressions of Japan and Italy; the threat of communism and fascism to democracy; and the race in world armaments. Discusses the growth of economic nationalism; our economic needs; the economic challenge of the totalitarian state; the allied debt situation; and the significance of the change in our position from a debtor to a creditor nation; presents a unit of work of approximately 60 hours for incorporation into a course on problems of democracy in secondary schools; and discusses the dangers and difficulties attending any attempt to teach national security through education. Discusses the work of the American legion, the Hearst

press, and the Daughters of the American revolution; academic freedom and controversial subjects.

256. Lewis, Martha Hachel. International affairs: a unit of instruction in high school American history. Master's, 1937. Peabody. 81 p. ms.

257. Lloyd, E. T. The place of international student correspondence in modern language teaching. Master's, 1937. Coll. of the City of New York. 128 p. ms.

Studies the history of interscholastic correspondence throughout the world, the aims and accomplishments of letter exchange, and examines correspondence in France and in the United States. The ages, hobbies, aptitudes, principal studies, social standing, and level of study in the foreign language of 550 French boys and 545 French girls of the average age 15, in 55 schools throughout France, were recorded from the files of the French bureau in Paris. Questionnaires were administered to 1,095 French adolescents to determine the length, frequency, and interest of their correspondence. Chairmen of French departments in New York city secondary schools were consulted to determine the extent, value, and efficiency of organization of international student correspondence in their schools. Students and teachers were found to agree that international student correspondence is of tremendous classroom interest and is of value in language improvement in fulfilling the pedagogical objectives of the active school and in the fostering of international good will and understanding.

258. Trout, Ralph H. International understanding through supplementary reading for the sixth grade. Master's, 1937. Kans. St. T. C., Pittsburg. 44 p. ms.

### EDUCATION—THEORIES AND PRINCIPLES

259. Baldwin, Sister M. Frances Xavier. Lowell Mason's philosophy of music education. Master's, 1937. Catholic Univ. 34 p. ms.

Points out the principles that shaped Lowell Mason's educational program and evaluates them in the light of Catholic philosophy of education and the opinion of contemporary educators. Finds that educators of today are in accord with the general plan of Mason's program. In regard to his conception of child nature, Mason is not wholly in agreement with Catholic educational philosophy as he over-emphasizes the natural powers of man.

260. Bernique, George Maurice. What theories of Rabelais, Montaigne and Rousseau are incorporated in modern education? Master's, 1937. Mass. St. Coll. 105 p. ms.

261. Brown, J. Good. The evolutionary concept in John Dewey's philosophy and its implications for religious education. Doctor's, 1936. Yale. 463 p. ms.

Studies writings in the philosophy of evolution, writings in the theory of religious education, and the writings of John Dewey. Finds that Dewey's philosophy of evolution has implications for religious education.

262. Burkhalter, Mary Alice. Chesterfield and Johnson on education. Master's, 1937. Tennessee. 150 p. ms.

Finds that Chesterfield and Johnson represent the aristocratic and the democratic trends of education in the eighteenth century; that Chesterfield follows the aristocratic trend, basing his plan on Locke's *Treatise on education*, with the aim of presenting his son to society as a polished, well-bred gentleman, versed in the arts and graces. Shows that Dr. Johnson follows the more democratic trend, presenting no definite plan of education, but giving his views on the subject more or less incidentally throughout his works. Indicates that he advocates practical, useful knowledge, and the normal, natural development of the child; that he, like Chesterfield, is convinced of the importance of environment, and believes that the wise choice of a tutor, and early training in home and school can do much to overcome undesirable inherent qualities.

\*263. Butler, J. Donald. The philosophy of Andrew Martin Fairbairn. Doctor's, 1937. New York. 284 p. ms.

Attempts to determine the sources of Fairbairn's philosophy, and discusses his philosophy of reason and nature, morality, religion, and education, his social philosophy, and the influence he exerted.

264. Cartwright, Sister M. Marguerita. The educational philosophy of William Chandler Bagley. Master's, 1937. Catholic Univ. 84 p. ms.

Shows to what extent Dr. Bagley's educational theories more closely approach the Catholic philosophy of life than do those of the radical innovators. Points under consideration are: Bagley's concept of the nature of man, of the nature of society and its relation to the individual, aim, agencies and methods of educational practice.

\*265. Coffin, Charles Monroe. John Donne and the new philosophy. Doctor's, 1936. Columbia. New York, Columbia university press, 1937. 311 p. (Columbia university studies in English and comparative literature, no. 126)

266. Collins, Leslie Morgan. W. E. B. DuBois views on education. Master's, 1937. Flak. 110 p. ms.

267. Curcio, Sister M. Aurora. Educational ideals of Isaac Leon Kandel. Master's, 1937. Catholic Univ. 67 p. ms.

Finds Dr. Kandel conservative in his evaluation of education, and notes much in his discussion of such problems as the relation of the individual to society; the control of education; academic freedom; international education, that is in general agreement with the principles of the Catholic philosophy of education.

268. Enos, Louis John. A comparative study of educational theory, ancient and modern. Master's, 1936. Stanford.

269. Ervin, Lorenzo E. Booker T. Washington as an educator. Master's, 1937. Butler. 106 p. ms.

Finds that Booker T. Washington was not only the greatest educator of his race, but one of the greatest of any race. He was in many respects one of the progressive educators before modern educational philosophy was known as progressive.

270. Fath, Rev. Joseph J. The social philosophy and educational ideas of Benjamin Kidd. Master's, 1937. Catholic Univ.

Finds that according to Benjamin Kidd, contemporary English social philosopher, natural selection operates in the production of the most efficient individual. This law is supplemented by a greater law, the law of the sacrifice of individual interests which lie in the present, in favor of the interests of society which lie in the future. For this process there is no rational sanction. Rather, sanctions must be "ultra-rational" and are supplied by religion. The desirable characteristics of society are transmitted from generation to generation by social heredity. The great means lies in education. The fundamental aim of all education must be training to the "emotion of the ideal". The great factors in this training are the spirit of womanhood and the spirit of childhood.

271. Faulk, Joseph Hampton. The educational significance of Horace Mann. Master's, 1937. South Carolina. 59 p. ms.

Shows that the many changes which have taken place in America's schools during the last century were greatly influenced by the educational policies of Mr. Mann.

272. Franklin, Elmer Sherwood. The evolution of the concept of pragmatism in American educational thought. Master's, 1937. Southern California.

273. Gray, Dorothy. Cicero's ideas concerning education. Master's, 1937. Butler. 18 p. ms.

\*274. Haefner, George E. A critical estimate of the educational theories and practices of A. Bronson Alcott. Doctor's, 1937. T. C., Col. Univ. New York, 1937. 130 p.

Discusses philosophical idealism in American transcendentalism; Alcott's idealistic beliefs, philosophy of education, educational environment; the teacher in an idealistic educational system; incentives to learning; the curriculum of Alcott's school; rote versus rational learning; spiritual culture; and criticism and possible influences of Alcott's system.

275. Hall, Mary Ross. A comparative study of the theory and practice of certain progressive schools. Doctor's, 1937. T. C., Col. Univ.

Attempts to determine the philosophies and procedures of eight progressive schools and the procedures used by them in helping the child to develop a sense of social responsibility, and in helping to orient him in the universe.

276. Henderson, Anna Louise. The recognition of individual differences as expressed in the educational philosophies of certain educators from Plato to Dewey. Master's, 1937. Utah.

277. Hepler, John C. Interpretations of the educational philosophy of Thomas H. Briggs. Master's, 1937. Peabody. 165 p. ms.

Finds that the chief educational need today is a guiding, accepted, and applied philosophy of education.

\*278. Hynes, J. Gordon. Idealistic and stoic backgrounds of the philosophy of the Apostle Paul. Doctor's, 1936. New York. 245 p. ms.

Studies the influence of his environment, family, home and education on Paul's thinking, and examines the works of Plato, Aristotle, Seneca, Philo, Cleanthes, Aratus, Epimenides and Menander and discusses their influence on Paul's philosophy.

279. Ingram, Dessie B. Contrasting concepts of Aristotelian and modern science. Master's, 1937. Peabody. 156 p. ms.

\*280. Jellinek, Harry Jacob. The work of Rudolf Schulze in experimental education. Doctor's, 1937. New York. 153 p. ms.

Surveys Rudolf Schulze's life and works in experimental psychology and pedagogy. Shows that his work in experimental education is significant chiefly because of his methods of investigation and the scientific instruments which he invented or employed in the course of his investigations.

\*281. Jenkins, Ralph C. Henry Barnard—progressive educator of teachers. Doctor's, 1937. New York. 126 p. ms.

Presents a brief biography of Henry Barnard, and discusses William S. Baker and teachers' institutes, teacher training in academes; Dr. Barnard and the normal school movement, his "Wanderjahre" and the teachers college of Connecticut; departments of education in universities; his contributions to the library movement; Dr. Barnard and the education of women; the kindergarten; and estimates of his work.

\*282. Johnston, Belle. A comparison of the philosophies of Hegel and Brightman, with implications for education. Doctor's, 1936. New York. 283 p. ms.

Gives brief biological sketches of Hegel and Brightman, and compares their philosophies.

283. Kelley, Mrs. Rhoda Sachse. Educational ideas of John Locke. Master's, 1937. South. Methodist. 86 p. ms.

284. Leckie, Georgia Wilson. Pragmatism, associationism, Gestalt and Aristotle: a comparison. Master's, 1937. Kentucky. 91 p. ms.

Studies pragmatic philosophy and associationist psychology in hypotheses, testing the psychology with philosophy for consistency and for agreement with facts; and considers possible alternates to these systems.

285. McDermott, John C. The educational philosophy of Matthew Arnold. Doctor's, 1937. Fordham. 226 p. ms.

†286. Melvin, A. Gordon. The new culture: an organic philosophy of education. New York, John Day, 1937. 296 p. (College of the City of New York)

Discusses the opportunity of today, the challenge of a new world, dynamic thinking, the absolute, relativity, energy, spirit and matter, the meaning of organic, personality, the community, man and the universe, and their effect on the elementary and secondary school, the college, teacher training, and the university.

\*287. Meras, Edmond A. François Gouin, teacher and educational reformer. Doctor's, 1937. New York. 254 p. ms.

Reviews the life and work of Gouin, explaining his general educational policies as well as his theories which apply particularly to modern language teaching; studies his influence upon modern language teachers and methodologists; and studies his influence upon those textbook writers whose works have been most popular in American schools.

\*288. Mones, Leon. Leisure as democratic social control. Master's, 1936. New York. 90 p. ms.

Discusses the philosophy of leisure, and shows that the leisure enterprise may be used as an instrument for social control if it becomes the integrated concern of organized cultural communities.

\*289. Monsma, Peter Halman. Karl Barth's idea of revelation. Doctor's, 1936. Columbia. Somerville, N. J., Somerset press, 1937. 218 p.

Discusses Barth's early background and training; the development of his theology from 1909 to 1918, during early post-war days, and until 1932; his idea of revelation; and criticizes Barth's idea of revelation.

290. Neuman, Samuel. A study of Jean-Jacques Rousseau, and his influence on Johann Gottfried Herder, as evidenced in a selection of Herder's written works. Master's, 1937. Mass. St. Coll. 90 p. ms.

291. Nietz, J. A. Horace Mann's ideas on teaching methods. Pittsburgh, University of Pittsburgh, 1937.

292. O'Leary, Florence Adrienne. Extra-academic ideals of New York Commissioners of education based on the reports of the chief state school officers of New York. Master's, 1937. Fordham. 94 p. ms.

293. Parker, Alice Virginia. Matthew Arnold and modern educational theory. Master's, 1936. Ind. St. T. C. 61 p. ms. (Abstract in: Teachers college journal, 8: 76-77, July 1937)

294. Pederson, Myrtle Edith. Alcott, educational experiences and theories. Master's, 1937. North Dakota.

\*295. Price, Rebecca Russell. Jonathan Edwards as a Christian educator. Doctor's, 1937. New York. 169 p. ms.

296. Sampson, A. Harry. The philosophy of J. S. Haldane with special reference to education. Doctor's, 1937. Temple.

297. Schuster, Eldon R. Bertrand Russell's philosophy of education. Master's, 1937. Catholic Univ. 96 p. ms.

Attributes Bertrand Russell's interest in education to an impulse which came over him during the World War, to discover some way in which men could live harmoniously in society. Shows that his educational practice is child-centered and involves a minimum of restrictions; that he advocates the universal establishment of nursery schools; that he is primarily a doctrinaire and not an educator; that his educational proposals are part of his program to supplant traditional Christian doctrines of man and morality with naturalistic dogmas of his own; and that his influence on modern educational theory and practice is negligible.

298. Sperry, Mary Graham. The contribution of John Locke to Christian education. Master's, 1937. Biblical Seminary. 104 p. ms.

299. Vance, Fannye. The influence of Herbart on education in the United States. Master's, 1937. South. Methodist. 72 p. ms.

300. Williams, Anne Sutton. A study of the application of the principles of teaching. Master's, 1937. South Carolina. 69 p. ms.

301. Young, Homer H. Contributions of John Dewey to American education. Master's, 1937. South. Methodist. 86 p. ms.

Studies the life of John Dewey, his education and teaching experiences, and his recommendations and influence on educational content, methods, and aims.

## SPECIAL METHODS OF INSTRUCTION AND ORGANIZATION

### ACTIVITY PROGRAMS

302. Barbour, James Richmond. Activity program practice in American public schools. Doctor's, 1937. Yale.

303. Bryan, P. D. A shop activities program for slow-learning boys. Master's, 1936. Colo. St. Coll. of Ed.

304. Burr, Samuel Engle. A school in transition: a study of a public school moving from the use of traditional practices to the acceptance of the activity plan of progressive education during a three year transitional period. Doctor's, 1936. Cincinnati. Boston, Christopher publishing house, 1937. 210 p.

305. King, Mildred I. Implications of an activity program for language development on pre-reading levels. Master's, 1937. Ohio State. 144 p. ms.

306. Leeds, Martha. An analysis of time use in a daily free activity period for a sixth grade class. Master's, 1937. Cincinnati. 122 p. ms.

Analyzes time use, type and value of activities, and related facts for a daily free activity period in a single sixth-grade class, covering a period of five months, and a direct observational method.

307. Lynch, James M. The activity school psychologically examined. Doctor's, 1937. New York. 200 p. ms.

Studies the relationship between the concepts of the individual and of learning implied by the practice of the activity school, and the concepts of the individual and of learning based upon the findings of modern experimental psychology. Shows that the activists and the relativistic experimental psychologists conceive of the individual as an active organism, an integrated personality, and a whole that responds as a unit to the varied situations of life; that they conceive of learning as the growth of a unified, interrelated body of habits, concepts, and organizations of knowledge in the process of developing and maintaining the integrity of a personality.

308. Mortensen, Johanna H. A study of the activity program as a basis for beginning reading. Master's, 1937. Iowa.

309. Pastoret, Gertrude Mary-Margaret. English acquired incidentally in an activity program. Master's, 1937. California, L. A.

310. Peacock, Otis Lee. The activity program of Jackson county, Florida, high schools. Master's, 1937. Peabody. 94 p. ms.

311. Perkins, Grace Mary. A study of the activity method in the second grade. Master's, 1937. Sam Houston St. T. C. 109 p. ms.

Studies two second-grade groups to determine the relative merits of the activity method and the formal method in developing skills and personality traits. Finds the activity group inferior in addition and subtraction, equal in problem solving, and superior in reading, vocabulary, language usage, spelling, and in personality adjustments.

312. Robinson, Hoyt Ellsworth. Determining student reaction to a modified activity program. Master's, 1936. North Texas St. T. C. 121 p. ms.

313. Schoenhof, Madeleine T. The Anne Hutchinson school at work. Doctor's, 1937. New York. 264 p. ms.

Demonstrates the transition of a large New York City public school from formal procedures to a practical activity program. Describes the socio-economic status of the pupils, the working out of simple projects, and the details of administration and school management.

314. Smith, Bertha Elizabeth. An integrated activity program in the social studies with special reference to the language arts. Master's, 1936. South. Methodist. (Abstract in: Southern Methodist university. Abstracts of theses, 1937: 19-20)

Finds that no definite plan or procedure can be set up which will insure the ultimate success of such a program; that each school and each teacher must work out its own plans in terms of its own needs and resources; that consideration should be given to the purpose for which the program is to be developed, to the requirements for sound educational instruction, and to suggestions and successful practices of other school systems.

315. Thelen, Kathryn. Developing activities for teaching conservation of forest resources in the intermediate grades. Master's, 1937. Lawrence. 144 p. ms.

Furnishes aid to the teacher in developing adequate activities programs for teaching conservation of natural resources in Wisconsin at intermediate level. It is limited to three major activities: Our native trees, the lumber industry, our commercial forests. A varied list of minor activities is added to serve as suggestive aids for the development of other activities.

316. Tilson, Howard Gilbert. Activity programs for local chapters of Future farmers of America. Master's, 1937. Kentucky. 66 p. ms.

Attempts to develop a better understanding of the place which the Future farmers of America should occupy in vocational agriculture; to help clarify the concept of what constitutes a future farmer activity, and to suggest activities which should help attain the objectives of Future farmers of America.

#### CONTRACT PLAN

317. Brown, Raymond Rainier. The concept of the unit in education. Master's, 1937. Southern California.

318. Fronabarger, Marie V. Units of work in operation: an experience with the unit plan of instruction. Master's, 1937. West Texas St. T. C. 189 p. ms.

Shows how the unit plan of instruction was used in the classroom of a public school not yet organized for an activity program, and under the direction of a teacher with little training for and no experience in handling such a plan.

\*319. Heikkila, Aini Mary. Appreciation units in junior high school literature. Master's, 1937. Boston Univ. 92 p. ms.

Works out appreciation units using Dicken's *Christmas carol*, Longfellow's *Evangeline*, Stevenson's *Treasure island*, and Shakespeare's *Julius Caesar*. Shows that the children who had these units became interested in reading.

\*320. Hirst, Helen Geraldine. Appreciation units in ninth grade general science. Master's, 1937. Boston Univ. 139 p. ms.

Presents illustrative units on the weather, control of magnetism and the use of magnets, electricity, and sound; and discusses the criteria used in choosing and developing appreciation units.

\*321. Little, Benjamin Abbott. Unit organization of four topics in English literature for the ninth school year. Master's, 1937. Boston Univ. 153 p. ms.

Discusses the meaning and description of unit organization, underlying considerations, and pupil activities in unit study; and presents units of mystery reading, hero stories, life in the open, and on personal qualities; and discusses experiences with the units.

322. Mennes, Harold B. A comparison of two methods of teaching—traditional—and unit. Doctor's, 1937. Wisconsin.

\*323. Shaw, Marjorie Russell. Unit planning in seventh grade English. Master's, 1937. Boston Univ. 167 p. ms.

Presents a series of nine suggested and five completed units designed to cover a year's work in seventh-grade English, allowing the teacher to choose the material best adapted to her classes.

324. Thornton, Beulah. A limited survey of the laboratory method in teaching English composition. Master's, 1937. Oregon.

#### HOME ROOMS

325. Dixon, Fred. Opinions and description of the home room in the senior high school. Doctor's, 1937. Missouri. 140 p. ms.

Presents a description of the Columbia, Missouri, home room program and a questionnaire study of high-school students', graduates', and principals' opinions relative to its value. Finds that high-school students, graduates, and principals think the home room is very valuable.

326. Erickson, Clifford E. The home rooms in selected secondary schools. Doctor's, 1937. Northwestern.

327. Farmer, Charles Emerson. Administration of home rooms in theory and practice in Mississippi. Master's, 1937. Peabody. 104 p. ms.

Finds that the home-room organization is an invaluable aid in the field of extracurricular activities.

328. Howland, Marjorie Ann. The home room as a coordinating agency in the socialization of the junior high school child. Master's, 1937. Southern California.

329. Zirpolo, Emery Joseph Ernest. The place of the home room teacher in a junior high school program of guidance. Master's, 1937. Boston Coll. 90 p. ms.

#### INDIVIDUAL INSTRUCTION.

330. Ferpotto, John A. A diagnostic and remedial program for an elementary school. Master's, 1937. Kans. St. T. C., Pittsburg. 61 p. ms.

Shows the beneficial results derived through individual instruction, and through diagnostic and remedial procedures.

331. Fuszard, Melvin Chas. Adapting teaching procedures to the individual child. Master's, 1937. Wisconsin.

332. Hamby, Mrs. Grace Shields. Units of individualized instruction in American history. Master's, 1937. Alabama. 63 p. ms.

333. McCracken, Junia Jewell. Units of individualized instruction in English correlated with civics. Master's, 1937. Alabama. 100 p. ms.

334. McMullen, Carrie Lena. A comparative study of various approaches used in individual counseling. Master's, 1936. Columbia.

335. Mitchell, Amanda Ethel. Individual diagnostic and remedial work with students representing great contrasts in age, native ability, temperament, and training. Master's, 1937. Kans. St. T. C., Pittsburg. 58 p. ms.

336. Thornton, Ruth L. Individual instruction through diagnostic and remedial teaching in seventh grade English. Master's, 1937. Kans. St. T. C., Pittsburg. 36 p. ms.

Describes an experiment in which 48 students were selected and equated into two groups, one receiving mass instruction, and the other receiving individual instruction in seventh-grade English. Finds that instruction based upon individual diagnosis and remedial teaching was more effective than mass instruction.

#### METHODS OF STUDY.

337. Banks, George B. The operational method and Catholic pedagogy. Doctor's, 1937. Niagara.

338. Gray, Hob. A study of supervised study. Austin, University of Texas, 1937.

339. Hoskins, Albert Burleigh. The effectiveness of the part and the whole methods of study. Doctor's, 1936. Peabody. Nashville, George Peabody college for teachers, 1936. 45 p. (Contribution to education, no. 189).

Describes an experiment conducted with the student body of the Asheville teachers college to determine the effectiveness of the part and the whole methods of study-learning in contradistinction to memorization-learning, as determined by a study of eight units graduated on a scale of about 1,500 words and ranging in length from 1,500 to 15,000 words. The students were divided into two similar groups, and each group used both methods of study. Finds that when measured in terms of immediate or delayed recall of facts and meaning, the two methods show no statistically reliable difference.

340. Kromrey, Edward G. A directed study program. Doctor's, 1937. Wisconsin.

341. Lienhard, John. Psychology of motivation versus supervised study in the small high school. Doctor's, 1937. Wisconsin.

342. Maupin, Alfred Henry. The relative merits of study before and after the recitation. Master's, 1937. Southern California.

343. Pemberton, Eleanore Bowen. The relation of study methods to intelligence and achievement. Master's, 1937. Southern California.

344. Shockley, Ida Ellen. A comparison of the study habits of students in higher and lower scholastic groups. Master's, 1937. Chicago. 72 p. ms.

345. Turrell, Archie Milton. Study techniques and the improvement of scholarship. Doctor's, 1937. Stanford. (Abstract in: Stanford university. Abstracts of dissertations for the degree of doctor of philosophy and doctor of education, 1936-37: 193-96)

Compares the general scholastic average of all subjects, average in academic subjects, average in laboratory subjects, and average in shop or purely skill subjects of 216 students without special training in study methods, with 216 students who had study-methods training as part of the group guidance course. All of the students were enrolled in the Pasadena junior college. Finds, by careful comparisons over a two year period, that certain groups profit significantly in terms of improved grade by a study-methods training program; women seemed to improve more than men; the middle ability group tended to profit more than did either of the other ability levels; as no considerable portion of the experimental group exceeded the control group, the practice of requiring study-methods training for all students appears to be indefensible.

#### PLATOON PLAN

346. Delaney, William Everett. The platoon school movement in the United States. Master's, 1937. Colorado. (Abstract in: University of Colorado studies, 25: 53)

Traces the development of the platoon school in the United States, and attempts to determine how well the platoon school has justified the claims made for it. Studies achievement in academic subjects, promotions and failures, financial economy, attendance, and the work of the library period in platoon schools. Indicates that during the period of reorganization pupils' achievement falls below that of the traditional school pupils; that as a whole the scores made by the pupils from the platoon schools and the traditional schools are about equal; that promotions, failures, and attendance are about the same in the two types of schools; that the platoon school provides better use of facilities for library work; and that the platoon plan permits a financial economy for the school system.

347. Miller, Frederic Nisley. An experiment in the platoon school. Master's, 1937. Kansas.

348. Wilbur, Matthew M. Platoon organization of Eliza Miller school, Helena, Arkansas. Master's, 1936. Fisk. 82 p. ms.

#### RADIO IN EDUCATION

349. Baldwin, Boyd E. An evaluation of the radio as a classroom device. Master's, 1937. Washington. 208 p. ms.

Studies the use of radio in grades 1-12, inclusive. Finds that the radio increases interest by the addition of variety and supplementary information; that subjects taught by radio rank in the following order as to effectiveness: current events, geography, nature study, social studies, music, health, literature, sciences, mathematics, and foreign languages. Recommends that federal and state authorities participate in the direction of radio in order to insure adequate and educationally sound radio curricula for all classrooms.

350. Barnes, Edwin H. Utilization of radio for educational purposes in Maryland. Master's, 1937. Maryland. 106 p. ms.

\*351. Cohen, Irving L. The relative value of silent reading and radio broadcasting. Doctor's, 1937. New York. 208 p. ms.

Attempts to determine whether elementary school pupils of grades four to eight inclusive can remember facts better when they are presented over the radio or when they are read from the textbook. Describes an experiment conducted in Public school 33, Queens Village, New York City, in which 929 different pupils participated, divided into two groups approximately equal in average intelligence. Finds that the radio method is at least the equal of the silent reading method, as a means of imparting information, and should be used as a supplementary method of instruction.

352. Cook, Dean C. The value of radio as an educational factor in the Detroit public schools. Master's, 1937. Detroit. 92 p. ms.

Attempts to determine the appeal of the radio to boys and girls between the ages of 11 and 16; to discover ways of using the radio in the classroom; to measure the educational value of the present educational radio programs to intermediate school students. Finds that children average approximately 20 hours a week listening to the radio; that as programs entertain as well as teach, the more educational programs are patterned after the present radio programs, the better they will disseminate information; that listening tends to make people more social; and that the radio is an effective supplement to the present curriculum.

\*353. Frost, S. E., jr. Education's own stations: the history of broadcast licenses issued to educational institutions. Doctor's, 1937. T. C., Col. Univ. Chicago, University of Chicago press, 1937. 481 p.

Studies the American system of radio regulation, control, and operation as related to democracy, with emphasis on its educational aspects, and gives the history of all broadcast licenses thus far issued to educational institutions.

†354. Harrison, Margaret. Radio in the classroom, objectives, principles and practices. New York, Prentice-Hall, Inc., 1937. 260 p. (Teachers college, Columbia university)

Discusses educational objectives and the school radio; radio programs available to schools; selection and classroom use of radio programs; classroom activities related to radio; supervision of the school radio; radio receiving equipment for the school; and radio's contribution to the activity program and the development of the units of classroom work; and presents units of work on advertising, publicity, and propaganda; government; communications; and George Washington.

355. Hinkle, John H. Radio and its implications in teaching the social studies. Master's, 1937. Peabody.

Surveys the history and trends of educational broadcasting, the types of broadcasts, and the use which may be made of these programs by the teachers of the social studies.

356. Krahl, G. M. Radio as an activity in the secondary school. Master's, 1937. Colo. St. Coll. of Ed.

357. Schulte, Maurice P. A study of vocational guidance radio programs in Wisconsin. Master's, 1937. Wisconsin.

358. Stead, Olin W. A comparative study of schools of the air relative to function and organization. Master's, 1937. Wyoming. 80 p. ms.

359. Stone, Violet Gooch. Children's preferences for radio programs. Doctor's, 1937. Southern California.

Studies 1,461 sixth-grade children, 113 parents, and 200 teachers, representing different racial or national, economic, and intelligence groupings. Indicates that available programs are limited in content, form and variety, and contribute little to moral, social, cultural, or aesthetic development.

360. Troeger, Dorothy Estelle. The influence of radio advertising on elementary school children. Master's, 1937. Southern California.

†361. Tyson, Levering. Education tunes in: a study of radio broadcasting in adult education. New York, American association for adult education, [1937] 119 p. (Columbia University)

Discusses government control of broadcasting; educators and broadcasters; present educational broadcasts; order out of chaos—a suggested remedy; educational broadcasting in Europe; financing educational broadcasting in America; problems for research and experimentation; the Wilbur committee and its work; and a digest of successful educational broadcasts.

362. Waxler, F. An evaluative study of the educational effectiveness of radio talks for adult listeners. Master's, 1937. Coll. of the City of New York. 89 p. ms.

Attempts to determine whether adults show definite factual gains as a result of listening to educational broadcasts as shown by a study of a group of 100 adults ranging from 18 to 55 years of age. Reveals that radio talks have definite educational effectiveness for adult listeners and that more people are interested in educational talks over the air than has been the belief of the major broadcasters.

363. York, Jewell. Radio in education. Master's, 1937. South. Methodist. 109 p. ms.

Traces the development of the use of radio in education and shows how it may be used to advantage in elementary schools.

364. Ziegelman, Gregor D. Radio a teaching device. Doctor's, 1937. Wisconsin.

#### VISUAL INSTRUCTION

365. Aspinwall, Lloyd Edward. Evaluation of strip films and moving picture films in vocational agriculture. Master's, 1937. Colo. St. Coll.

366. Baldrige, Alberta May. An experiment in photoplay appreciation in a junior high school. Master's, 1937. Peabody. 357 p. ms.

Attempts to determine whether a class of so-called high intelligence, or one of low intelligence would gain more from a photoplay study, and in what way such a study would affect the information, attitudes, and conduct of the individuals in the two class groups. Finds that appreciation, or enjoyment with understanding, can be taught to eighth-grade students of both high and low intelligence just as appreciation of music, poetry, and art can be taught to them; that photoplay study is a valuable technique which may be utilized by the teacher to add enrichment and enjoyment to the class work in English and is an effective means of dealing with individual differences.

367. Bergey, Edith Marguerite. Pictures for interpreting the life of Jesus in the primary department of the church school. Master's, 1937. Hartford.

†368. Blunt, Bruce K. Visual techniques in Christian education. Philadelphia, Eastern Baptist theological seminary, 1937. 18 p. ms.

Indicates a few visual methods in Christian education; points out some of their uses; discusses the technique of using each and the expense involved; and gives a bibliography

of visual aids. Discusses gelatin and rotary stencil duplicators, stereopticon, reflectoscopes, moving pictures, film slide projectors, object talks, and chalk talks.

369. Bradley, Walter E. Visual aids to education. Master's, 1937. Michigan.

†370. Brunstetter, M. E. How to use the educational sound film. Chicago, University of Chicago press, 1937. 174 p. (Teachers College, Columbia University)

Lists and illustrates techniques for placing the film into effective service in the classroom, based upon extended experience in abiding teachers' use of sound films and in helping to organize programs of audio-visual instruction in school systems.

371. Combs, Stanley LeQuatta. A study of the objectives, methods, and outcomes of teaching motion picture appreciation in Los Angeles county. Master's, 1937. Southern California.

372. Coughlin, Joseph F. X. The commercial motion picture as an agency of character education. Master's, 1937. Framingham. 177 p. ms.

373. Cummins, E. Hulen. An investigation of the influence of motion pictures on a group of high school boys and girls. Master's, 1937. Okla. A. & M. Coll.

Attempts to determine the influence of motion pictures on a group of 150 boys and girls in the tenth, eleventh, and twelfth grades, who answered a questionnaire once each week for 12 weeks in order to show movie attendance, motives for attending, kind of pictures seen, part of picture enjoyed most, use made of recall and reasons for not attending movies. Finds that children attend one movie a week, that those with the lowest IQ's attend more frequently than do those with higher IQ's; that more than half of the children attending have no other motive than harmless amusement; that there is a question as to the harmlessness of this amusement as shown by the effects of the movies on the boys and girls in this and other experiments; that there is a high degree of retention of what is heard and seen in the pictures.

374. Donovan, Mary Ruth. Techniques of teaching motion picture appreciation. Master's, 1937. Ind. St. T. C. 74 p. ms. (Abstract in: Teachers college journal, 8: 93-94, July 1937)

Attempts to single out the skills peculiarly adapted to this subject, and to show the growing favor with which work in it is being received in state departments of education. Finds that three states have bulletins on motion picture study; two states have definitely organized units of it; one does not have state supervised units in any course; 13 give definite approval to a course in it; 10 do not take a stand on the question; four approve but have not yet developed units in their schools; three are definitely opposed to such a course, or find it questionable in value; 11 do not commit themselves nor mention centers of the study; most states place the study in the English department of the high school.

375. Elliot, Keith. Utilization of the motion picture to promote reading in the first grade. Master's, 1936. Columbia.

\*376. Frans, Leonard J. Visual aids in the instruction of history in first-, second-, and third-class cities in Kansas. Master's, 1937. Kansas. 53 p. ms.

Analyzes replies to a questionnaire received from 224 high schools for the three class cities, enrolling between 60 and 1,200 students. Finds that school boards do not appropriate a definite amount of money for visual aids; that in most schools the classroom teachers determine the extent to which visual aids are used in the teaching of history; that most of the schools require no preparation on the part of the teacher for the use of visual aids; that in the majority of schools visual instruction is carried on informally; that in creating interest for history, visual aids are more effective with students than with teachers; and that few modern visual aids are available in the majority of schools in Kansas.

377. Gardner, Paul Fred. An evaluation of visual aids in the teaching of economic geography. Master's, 1937. Southern California.

378. Gesswein, Betty. Children's choices in pictures. Master's, 1937. Utah.
379. Gibbony, Hazel Lea. The selection and utilization of educational films in an elementary school. Master's, 1937. Ohio State. 113 p. ms.  
Sets up criteria for the selection and use of educational films, and studies the practices in the Ohio state university elementary school. Suggests the organization of a visual education committee in the school, the establishment of a film library in the school, consideration of a film production program, and the establishment of a film evaluation program.
380. Green, Susie. The criteria for the appreciation of motion pictures. Master's, 1937. Peabody. 102 p. ms.  
Shows that the criteria for the judging of motion pictures should develop from an understanding of the medium itself and should be a discriminating personal evaluation.
381. Hackett, Katherine Marguerita. Visual aids in the social studies. Master's, 1937. Boston Coll. 95 p. ms.
- \*382. Hennen, Louise Reiner. A study of the effect on children's choices of adding color to illustrations. Master's, 1936. West Virginia. 141 p. ms.  
Attempts to determine what effect the use of one, two, or three colors, added to the black and white line etching, had on children's choices of illustrations, as shown by a study of more than 3,000 pupils of the first, second, and third grades in 26 schools of four communities. Shows a close correlation between frequency of choice and number of colors used in reproduction; that younger children were less responsive to color influences than were older children; that girls liked the more colorful types to a greater degree than did boys.
383. Hochberg, Theodora. A critical study and an annotated bibliography of the visual projection material available for commercial education. Master's, 1937. Temple. 1761 p. ms.  
Presents an annotated list of available films, filmstrips, stillfilms, and glass slides, (free, rental, or sale).
384. Bangworthy, Helen. Motion pictures as a teaching device. Quarterly journal of speech education, 23: 299-303, April 1937. (Colorado state college of education)
385. de Lannoy, William Craig. The effects of training in photoplay appreciation. Master's, 1937. Southern California.
386. Lay, Pauline B. An experiment in photoplay appreciation. Master's, 1937. Peabody. 166 p. ms.  
Describes an experiment in photoplay appreciation conducted in an English class in a junior high school. Finds that appreciation of the photoplay as an art can be developed in the adolescent, and that an increase in reading will usually follow.
387. Lazar, Harry F. A critical survey and an annotated bibliography of the visual projection material available for the subjects of health and visual education. Master's, 1937. Temple.
388. Lemler, Ford Lee. A critical evaluation of teaching films. Master's, 1937. Indiana. 168 p. ms.
389. Miethe, Karl Heinrich. The visual aids and the use of drawing in the teaching of science. Master's, 1937. Boston Coll. 38 p. ms.
390. Niets, J. A. Visual aids in teaching the social studies. Pittsburgh, University of Pittsburgh, 1937.
391. Oetting, Franklin H. A study of the motion picture in education. Master's, 1937. Western St. Coll. 81 p. ms.

392. Orndorff, Ruth. The appreciation of the commercial motion picture by the secondary student. Master's, 1937. Washington. 90 p. ms.

\*393. Reitze, Arnold W. The relationship of acquired information or knowledge obtained from certain educational motion picture films to the intelligence, grade, age, sex, and type of educational training of the pupils. Doctor's, 1937. New York. 297 p. ms.

Describes an experiment in which two typical educational films were shown to 63 classes of varying degrees of intelligence, age, grade, sex, and type of educational training. Shows that intelligence has a direct and definite bearing on film comprehension, that age and grade of the pupil influence film comprehension, that type of educational training influences the scores on film tests, and that while the upper intelligence groups make the higher scores, the lower intelligence groups and grades gain relatively more from the films.

394. Richey, Harry J. A case study to determine how moving pictures and radios contribute to the de-educative forces in Union township. Master's, 1936. Ind. St. T. C. 91 p. ms. (Abstract in: Teachers college Journal, 8: 64, July 1937)

Analyzes the moving pictures witnessed, and the radio programs heard by the pupils of the Union township school for one month. Finds that the children liked the things they saw and heard, irrespective of their scholastic standing or their attendance at Sunday school, and that few of the pictures or of the radio programs were suitable for children. Recommends a closer supervision and analysis of moving picture shows and radio programs by parents.

395. Strang, Andrew M. Children's preferences concerning illustrations. Master's, 1937. Temple. 280 p. ms.

Studies 251 boys and girls of grades 4-6 of the Feltonville public school, Philadelphia. Shows that the qualities which appealed most to children were action, play, vivid color, natural setting, people, and animals.

396. Van Wyk, Julia Walvoord. The use of pictorial art in the study of the Gospel by Mark for intermediates. Master's, 1937. Biblical Seminary. 131 p. ms.

397. Walter, Mary Ethel. Visual instruction in the public schools. Master's, 1936. South. Methodist. (Abstract in: Southern Methodist university. Abstracts of theses, 1937: 21-22)

Shows that effective visual instruction in the schools cannot become a reality until teachers in service and those preparing for service are trained in the basic technique and mechanics necessary for the use of such aids.

398. Whitney, Ronald Leroy. A comparison of methods of presenting educational films. Master's, 1937. Chicago. 43 p. ms.

399. Wilkinson, Mabel B. A study of the use of visual aids in Maryland high schools. Master's, 1937. Maryland. 43 p. ms.

400. Wise, Harry Arthur. The value of motion pictures in teaching American history in the senior high school. Doctor's, 1937. Yale.

401. Yerakis, Johannes Sakellarius. Some of the objective and subjective elements of beauty in visual pictorial art or zoography (biophysical aesthetics). Master's, 1936. Stanford.

### PSYCHOLOGY—EDUCATIONAL

\*402. Abernethy, Ethel Mae. Relationship between mental and physical growth. Doctor's, 1933. Chicago. Chicago, University of Chicago libraries.

1936. 80 p. (Monographs of the Society for research in child development, vol. 1, no. 7. Reprinted.)

Studies the relationship between mental and physical growth as shown by a study of 179 boys and 178 girls ranging in age from 8-17 years, in the laboratory schools of the University of Chicago; 140 young women, students in a small Southern college; and 140 university men. Indicates that there is no relationship between periods of acceleration in rate of mental and physical growth.

403. Benson, Adell. A study of the growth of the span of attention through the elementary grades. Master's, 1937. Lawrence. 56 p. ms.

Attempts to determine whether there is a regular growth in sustained attention from grade to grade; whether there is a decrease of distraction from grade to grade; to note sex differences which may occur; and to analyze the types of distraction which may affect the concentrated efforts of pupils.

404. Brown, Wade L. A study of changes in orientation resulting from changed intraorganic motivation in learning. Doctor's, 1937. Texas.

405. Chakko, Sarah. The treatment of the social sciences in books on educational psychology. Master's, 1937. Chicago. 140 p. ms.

406. Cudd, Erwin. Child learning with some comparisons of adult learning. Doctor's, 1937. Wisconsin.

\*407. Eckert, Ruth Elizabeth. The stability of differences in academic performance. Doctor's, 1937. Harvard. 309 p. ms.

408. Eggleston, Dorothy Kennedy. The relative value of actual versus imaginary practice in a learning situation. Master's, 1936. Columbia.

409. Elliott, Margaret Marie. The relative effect upon learning of immediate and delayed knowledge of results. Master's, 1937. Fordham. 58 p. ms.

Describes an experiment in which 24 college students were subjected to a learning situation involving line drawing on five successive days, in an attempt to verify the finding of Zaganczyk that learning is facilitated when after-effects are delayed by an interval filled by a difficult mental task unrelated to the learning task. In addition to using a greater number of subjects than Zaganczyk the experimental conditions of his study were modified in such a way that practice would be similarly distributed for both immediate and delayed after-effects. Finds immediate after-effects to be slightly superior to delayed after-effects.

\*410. Garvin, Walter M. The effectiveness of rest as a means of discharging mental "tension systems." Master's, 1937. Penn. State. 21 p. ms.

Attempts to determine whether, after a period of rest in the form of sleep, tasks which have been interrupted and never finished are remembered better than finished tasks, by administering 16 simple tasks to 60 children between the ages of 10 and 15 years. Finds that without rest the interrupted tasks were remembered 8.6 percent better than the uninterrupted tasks; that after a period of rest the interrupted tasks were retained 30.8 percent better than the uninterrupted ones. Indicates that for children between 10 and 15 years of age, the period of rest did not serve to relax or discharge the tension systems.

411. Gerlach, Sarah. A study of the constancy and the predictive value of the IQ. Master's, 1937. Chicago. 65 p. ms.

412. Gray, J. S. Psychological concepts used in educational periodical literature. Pittsburgh, University of Pittsburgh, 1937.

413. Grayot, Don C. The effect of auditory distractions upon the learning of a new visual motor habit. Master's, 1937. Utah.

\*414. Hait, Kenneth Blaisdell. An analytical study of the generalizing ability of college students. Doctor's, 1937. Peabody. Nashville, George Peabody college for teachers, 1937. 111 p. (Contributions to education, no. 192)

Studies the generalizing ability of 11 men and 28 women graduate and undergraduate students, ranging in age from 18 to 44 years, as shown by the results of rational learning.

progressive form board, double alternation mental maze, three-letter double alternation, and disc transfer tests. Finds that there can be little assurance that a college student will be able to generalise when he has worked with and solved a series of problems such as those used in the experiment.

\*415. Hayden, Francis John. The significance of mysticism. Master's, 1937. New York. 103 p. ms.

Defines mysticism, discusses the psychological view of mysticism, classifies the mystical states, and discusses mysticism in nature and literature and the educational method of mysticism.

416. Houlahan, Rev. Francis J. Retroactive inhibition as affected by the temporal position of interpolated learning activities in elementary school children. Doctor's, 1937. Catholic Univ.

\*417. Lahey, Sister M. Florence Louise. Retroactive inhibition as a function of age, intelligence, and the duration of the interpolated activity. Doctor's, 1936. Catholic Univ. Washington, Catholic education press, 1937. 93 p. (Catholic university of America. Educational research monographs, vol. 10, no. 2)

Attempts to determine how the degree of retroactive inhibition is affected by different amounts of time spent on interpolated learning when the subjects are children varying in age from 8 through 16 years; to study the importance of age as a factor in retroactive inhibition; and to investigate the relationship between degree of mental ability and susceptibility to retroaction. Studies 8,434 school children from the third through the tenth grades of several Detroit parochial schools. Finds that retroactive inhibition in children is a function of degree of intelligence and of the length of time devoted to interpolated study; and that the degree of retroactive inhibition varies considerably with individuals of all age levels and of all degrees of brightness, though not sufficiently to conceal strong group tendencies.

418. Lund, Max Welton. Transfer: a factor in the learning function. Master's, 1937. Utah.

419. McClure, Charles Haven. The implications of organismic psychology for education. Doctor's, 1937. Indiana. 347 p. ms.

420. Miller, Rose Lipman. Basic psychological principles underlying the teaching of poetry in the high school. Master's, 1937. Wisconsin.

421. Noel, Minnie Hodgson. The effects of systematic training in locating information. Master's, 1937. Chicago. 58 p. ms.

\*422. Pax, Rev. Walter T. A critical study of Thorndike's theory and laws of learning. Doctor's, 1937. Catholic Univ. Washington, Catholic education press, 1938. 175 p. (Catholic university of America. Educational research monographs, vol. 11, no. 1.)

423. Petersen, Doris Anna. The effect of preceding and succeeding tasks upon learning. Master's, 1936. Columbia.

424. Rosenfield, Victor. An experimental investigation of the relationship between facility of learning and retention. Master's, 1936. Columbia.

425. Shimmin, Everett Gladstone. Variations of pupils' ability levels in different subject matter fields. Master's, 1936. Stanford.

426. Spence, Cecil Adella. A study of developmental age as a factor in adjustment. Master's, 1936. Columbia.

\*427. Stauffacher, James C. The effect of induced muscular tension upon various phases of the learning process. Doctor's, 1936. Chicago. Chicago, University of Chicago libraries, 1937. (Reprinted from, Journal of experimental psychology, 21: 26-46, July 1937.)

Attempts to determine the effect of varying degrees of induced muscular tension upon the rate of learning; the effect of muscular tension induced during the original learning

upon retroactive interference; and the effect of induced muscular tension introduced during relearning upon the efficiency of recall and relearning. Finds that muscular processes affect the efficiency of mental work.

428. Trowbridge, Margery H. A study of serial learning: an investigation of the relation of temporal sequence of stimuli to learning. Doctor's, 1937. Wisconsin.

429. Vine, Donald Owen. The effects of an interposed obstacle upon efficiency of learning. Master's, 1937. Colorado. (Abstract in: University of Colorado studies, 25: 110)

430. Waits, John Virgil. The law of effect in the retained situation. Doctor's, 1937. Columbia. New York, 1937. 57 p. (Archives of psychology, no. 208)

Describes an experiment conducted with two groups of 10 educated adults, varying only in their mean ages, to determine the effect of rewards and punishments on learning, when the subjects must choose one of several responses to each situation. Shows that punishment does not cause the elimination of the wrong responses, and that learning seems best explained as a function of rewards.

431. Whitney, F. L. Reflective thinking in the junior college. Junior college journal, 7: 341, April 1937. (Colorado state college of education)

Presents a plea for a definite insertion into the curriculum of the junior college of knowledge of effective methods of reflective thought and practice in ordered reflection.

432. Zelligs, Rosa. The relationship of emotional and personality traits to learning in children. Doctor's, 1937. Cincinnati. 370 p. ms.

Studies the personality and emotional traits of 286 sixth grade children in relation to their achievement in public school work and their success in attacking various problems requiring mental or manual experimentation, or both. Group tests, partly devised for the purpose of the study, provided data on a variety of traits for all subjects. Observed 100 of the subjects during attempts to solve puzzles, with special reference to persistence, emotional disturbances, and similar factors. Emphasizes the importance of emotional maturity for school success, the predominance of emotional over rational behavior in children's efforts to solve problems, and the extent to which general personality traits affect both school achievement and the solving of particular problems.

## CHILD STUDY

433. Ames, Louise Bates. The sequential patterning of prone progression in the human infant. Doctor's, 1936. Yale. Genetic psychology monographs, 19: 411-60, November 1937.

Studies the prone behavior of a group of 20 infants by means of a photographic technique; analyzes the types of prone behavior; studies individual differences with regard to the development of prone progression, handedness and footedness.

434. Baruch, Mrs. Dorothy W. A study of reported tension in interparental relationship as coexistent with behavior adjustment in young children. Doctor's, 1937. Claremont. (Journal of experimental education, 6: 187-204, December 1937) (Reprinted)

Studies 33 children enrolled in the preschool laboratories of the Broadparks school of education, Whittier college, and their parents. Secures comparable data through parental reports on items in the interrelations of the parents and in their backgrounds. Develops a rating scale, and measures each of the children on his adjustment to himself, to his parents, and to school groups. Finds that certain of the items reported in the interparental relationships were significantly related to child adjustment; that a variety of specific types of problem behavior appeared coexistent with a variety of parental tensions, but problems did not appear to make for poor child adjustment unless the tensions were of particular types; that certain items in the backgrounds of the parents showed a significant coexistence with child adjustment; that more items in the mothers' background appeared significantly related to the child's adjustment than in the fathers'.

435. Bolles, Mary Marjorie. A study of fears in abnormal children. Master's, 1936. Columbia.

436. Brown, Manuel. A study of postural stability in preschool children. Master's, 1937. Iowa.

437. Campbell, Mary A. The child and the beautiful. Doctor's, 1937. Niagara.

438. Crutchfield, Artha Blair. Relationship of parental control to the socialization of the child. Master's, 1936. South. Methodist. (Abstract in: Southern Methodist university. Abstracts of theses, 1937: 39-40)

Finds that modern parental control is in a transitional stage; that the effect of changing conditions of parental control makes possible a socialization characterized by improved physical development, better intellectual training, greater stability of social relations, more extensive cultural contacts, and deepened appreciation of significant life values; and that the parental control which best achieves socialization is fostered in a democratic family.

439. Folsom, Angela T. Reactions to the dark regarded as language behavior (16 cases). Master's, 1937. Iowa.

†440. Gesell, Arnold and Ilg, Frances L. Feeding behavior of infants: a pediatric approach to the mental hygiene of early life. Philadelphia, J. B. Lippincott, 1937. 201 p. (Yale university)

Discusses the behavior aspects of nutrition; the growth of feeding behavior; and the regulation of feeding behavior.

\*441. Giesecke, Minnie. The genesis of hand preference. Doctor's, 1935. Chicago. Chicago, University of Chicago libraries, 1936. 102 p. (Monographs of the Society for research in child development, vol. 1, no. 5. Reprinted)

Studies seven infants to discover the earliest manifestations of differentiation between the two hands.

442. Grant, Eva I. The effect of certain factors in the home environment on child behavior. Master's, 1937. Iowa.

443. Hatherly, Bessie. A study of ascendant behavior of preschool children. Master's, 1937. Iowa.

444. Huggett, Albert J. Verbal responses by children in social situations. Doctor's, 1937. Michigan.

†445. Kantrow, Ruth Wildenberg. An investigation of conditioned feeding responses and concomitant adaptive behavior in young infants. Iowa City, University of Iowa, 1937. 64 p. (University of Iowa studies, new series, no. 337. Studies in child welfare, vol. 13, no. 3. Studies in infant behavior IV)

\*446. Kelly, Harriet J. Anatomic age and its relation to stature. Doctor's, 1936. Iowa. Iowa City, University of Iowa, 1937. 38 p. (University of Iowa studies, new series no. 331. Studies in child welfare vol. 12, no. 5)

447. Kitchens, Ashton C. Social analysis of five or more children's centers. Master's, 1937. T. C., Col. Univ. 28 p. ms.

Studies five children's centers in various sections of New York City. Finds a carry-over of interest from one age group to another in an activity up to 14 years of age; that after 14 years of age, boys and girls favor those activities that are coeducational and only show interest in those activities that are not coeducational if there is family influence or there is a high degree of skill that may be used for personal gain.

448. Landreth, Catherine. Factors related to overt emotional reactions in preschool children, with particular reference to crying. Doctor's, 1937. California.

449. McFarland, Margaret C. Relationships between young sisters as revealed in their overt responses to each other. Doctor's, 1937. T. C., Col. Univ.

Compares 20 pairs of sisters as to their responses to each other, the degree of variability in their responses, and the circumstances under which the variation took place. The older sisters ranged in age from three years and five months to six years; the younger sisters ranged in age from one year and four months to four years and 11 months.

450. Martenson, Fanchon. A study of the capacity of young children to organize materials artistically. Master's, 1937. Mills. 103 p. ms.

†451. Mary, Sister, and Hughes, Margaret Mary. The moral and religious development of the preschool child. Baltimore, Williams and Wilkins company, 1936. 51 p. (Studies in psychology and psychiatry, vol. 6, no. 1) (Marygrove college, Detroit)

Analyzes replies of 1,218 preschool children to a group of questions prepared to show their moral and religious development. Indicates that the mental and moral development of children between three and five years is a phase of the general mental acceleration of children characteristic of this period.

\*452. Murphy, Lois Barclay. Social behavior and child personality. Doctor's, 1936. T. C., Col. Univ. New York, Columbia university press, 1937. 344 p.

453. Newberry Helen. Relation between certain aspects of motor performance and language development in preschool children. Master's, 1937. Mills. 81 p. ms.

†454. Newman, Horatio H., Freeman, Frank N., and Holzinger, Karl J. Twins: a study of heredity and environment. Chicago, University of Chicago press, 1937. 369 p.

Part 1 compares the resemblances and differences of 50 pairs of identical and 50 pairs of fraternal twins reared together. Part 2 analyzes the likenesses and differences of 19 pairs of identical twins reared apart.

455. Peck, Leigh. Is your child eidetic? Austin, University of Texas, 1937.

456. Purefoy M. The incidence, cause and treatment of crying in preschool children. Master's, 1936. Iowa St. Coll.

Analyzes observations of 48 children. Shows that crying decreases with age, that boys cry more than girls, and that there is more crying at home than in the nursery.

457. Reynard, Maria Carmony. The comparison of temporal intervals in judging depth of sleep in the newborn infant. Master's, 1937. Ohio State. 60 p. ms.

458. Stonex, Eunice Elizabeth. The influence of degree of training on transposition in children. Master's, 1936. Columbia.

459. Tsui, Woo Hweiling. Motor achievements of preschool children. Master's, 1937. Iowa.

460. Wild, Monica B. The behavior pattern of throwing and some observations concerning its course of development in children. Doctor's 1937. Wisconsin. 834 p. ms.

Studies throwing development of 32 children, a boy and a girl at each six months level from two to seven and at each year level from seven to 12 years, attending the preschools, elementary and junior high schools of the University of Iowa.

461. Wilson, Ethelyn Church. Comparison of identical twins and siblings on certain physical, intellectual, and scholastic factors. Master's, 1937. Detroit. 89 p. ms.

Surveys important physical and mental traits of 50 pairs of identical twins and compares them with their siblings. Indicates that twinning causes no handicaps, either physical or mental, that physical traits and illnesses occurred in about the same proportion as in their siblings; that there were no significant differences in heights or weights; that their mental ratings were slightly above those of their siblings; that choices of courses and amount of failure showed no difference; and demonstrates that causes of defects, abnormalities, and subnormalities, both mental and physical may or may not be hereditary.

462. Wolf, Carl Robert. Changes of growth curve at different levels. Master's, 1937. Wisconsin.

463. Wolf, Theta H. An exploratory study of persisting behavior and its relation to incentives among five year old children. Doctor's, 1937. Minnesota.

## TESTS AND TESTING

### PSYCHOLOGICAL TESTS

464. Adkins, Dorothy Christina. A comparative study of methods of selecting test items. Doctor's, 1937. Ohio State. (Abstract in: Ohio state university. Abstracts of doctors' dissertations, 24: 1-11)

Compares the efficiency of several relatively simple methods of item selection with the Toops' L-method, using the Ohio state university psychological test and college marks as the criteria against which the items were measured.

465. Brody, Leon. The testing and analysis of certain types of verbal and non-verbal reasoning. Doctor's, 1937. Duke.

466. Cargan, Florence. A suggested team of tests for predicting school ability. Master's, 1936. Columbia.

467. Cowles, Katharine. The correlation of non-language mental tests and scholastic achievement of deaf children. Master's, 1937. Temple. 106 p. ms.

Constructs objective tests based on the child's course of study in language and arithmetic. Correlates scores on these tests with ratings of the pupils on the Pintner non-language mental test and the Porteus maze test, given to 96 pupils in the intermediate department of the Pennsylvania school for the deaf. Finds that mental tests cannot be regarded as reliable data on which to predict a pupil's achievement in language or arithmetic, but they may serve to direct attention to pupils who are capable of a higher level of work than they are achieving.

\*468. Durkin, Helen E. Trial-and-error, gradual analysis, and sudden reorganization: an experimental study of problem solving. Doctor's, 1936. Columbia. New York, 1937. 89 p. (Archives of psychology, no. 216)

Uses six two-dimensional construction puzzles, so cut that they could be made into squares of Maltese crosses. Finds that the same processes are used throughout; observation, recall, seeing relations, and attention to the goal, with the addition of manipulation and inferences.

469. Duyck, Leon William. A program of standard testing. Master's, 1937. Tennessee. 73 p. ms.

Attempts to ascertain the mental and educational status of each pupil in grades three to six of the Giffin school, Knoxville, Tenn.; to ascertain the mental and educational status of each classroom; to give a picture of the school as a whole; and to furnish the basis of a remedial program for educational improvement of the pupils of this school.

470. Edwards, L. E. The determination of a scale for the measurement of the scientific attitude of sensitive curiosity. Master's, 1937. Colo. St. Coll. of Ed.

471. Elfeld, Mrs. Florence Reese. The reliability of a test as a pre- and final measure of status and a measure of gain. Master's, 1937. Wisconsin.

472. Elwood, Mary L., Burchard, Edward M. L., and Teagarden, Florence M. An evaluation of the Kent oral emergency test. Journal of applied psychology, 21: 75-84, February 1937. (University of Pittsburgh)

Describes an experiment conducted with children in the Pittsburgh schools, 25 patients of the Torrance state hospital, and 85 patients of the Psychological clinic of the University of Pittsburgh hospital, to compare the Binet and Kent tests of mental age. Finds that on over 300 cases tested, a surprisingly high correlation was found between results on the Kent emergency test, which takes little more than 10 minutes to administer, and the results of the Binet test; that in many cases it was felt that the added information gained by the use of the Kent test was valuable in getting a more nearly real picture of the testee; and that large discrepancies between Binet and Kent results may prove to occur most frequently in psychotic cases; and that the Kent test should be used to supplement other test measures.

473. Hendrickson, George W. Validity and reliability. Doctor's, 1937. Wisconsin.

474. Lees, Chester Clarke. An analysis of the results of a testing program conducted in the public schools of Swansea, Massachusetts. Master's, 1937. Brown. 62 p. ms.

Presents a rather detailed analysis of intelligence and achievement test results in the schools of a Massachusetts town.

475. Lourie, Mrs. Doris K. A comparison of the Stanford revisions of the Binet-Simon scale. Master's, 1937. New-York. 80 p. ms.

Presents a short history of intelligence testing, an analysis of the construction and standardization of the Stanford-Binet and the revised Stanford-Binet scales, and an account of the results obtained from testing an average group of 50 children with both tests.

476. McDonald, David. Relation between test intelligence and test achievement in Grade 6A. Doctor's, 1937. Oregon.

477. Overmeyer, Charles August. The construction of matching tests. Master's, 1937. Chicago. 111 p. ms.

\*478. Payne, Golda Smith. The relationship between scores on the American council on education psychological examination and scholastic success at the George Washington university. Master's, 1937. George Washington. 31 p. ms.

Attempts to determine the predictive value of the American council on education psychological examination in prognosticating success in college, as shown by a study of the performance record of 643 students with work ranging from three to 19 semester hours for the first semester of the year 1935-36. Finds the relationship between the scores and grades is sufficiently high to warrant the use of the American council on education psychological examination as a measure of prediction in scholastic success.

479. Peiser, Walter G. The prognosis value of the American council on education psychological examination. Doctor's, 1937. Louisiana.

480. Rappaport, John H. An objective technique for the measurement of interest. Master's, 1937. Ohio State. 54 p. ms.

481. Raskin, Evelyn. The interrelations of speed of response measured on levels of varying difficulty. Doctor's, 1937. Minnesota.

482. Rosenfeld, Marie Anna. The prediction of college achievement from intelligence test results obtained during the kindergarten, grade and secondary school periods. Master's, 1937. Detroit. 93 p. ms.

Analyzes letter ratings earned by 392 pupils from the Detroit first grade intelligence test, the Detroit primary intelligence test administered in the third grade; the Detroit alpha intelligence test administered in the sixth grade and the Detroit advanced intelligence test administered in the ninth grade as indicative of probable college success. Finds that the intelligence tests used in the Detroit public schools cannot be used to predict effectively the success of students in college; that the intelligence tests administered in the first, third, sixth and ninth grades revealed a low degree of correlation; that they are serving a useful purpose in grouping pupils for study purposes.

483. Rutherford, B. F. The construction of an objective scale to measure scientific attitude—habit of delayed response. Master's, 1937. Colo. St. Coli. of Ed.

484. Byans, D. G. The measurement of persistence. Doctor's, 1937. Minnesota. 157 p. ms.

Analyzes measures of persistent behavior, and studies the relationships entered into by the trait. Develops a valid and reliable test of persistence. Finds that test results are unrelated to intelligence, and positively related to scholarship and to ratings on persistence.

\*485. Saffir, Milton A. A comparative study of scales constructed by three psychophysical methods. Doctor's, 1935. Chicago. Chicago, University of Chicago libraries, 1937. (Reprinted from, *Psychometrika*, 2: 179-98. 1937)

Compares, on the basis of empirical data, the scales constructed through the use of the method of paired comparison, the rank order method, and the method of successive intervals.

486. Saltzman, Sara. The influence of social and economic background on Stanford-Binet performance. Master's, 1936. Columbia.

487. Schlaudeman, Karl W. A correlational analysis of idiosyncrasy of response to tests of association, interest, and personality. Doctor's, 1937. Stanford.

†488. Schrammel, H. E. The Schrammel-Brannan revision of the Army Alpha intelligence examination. *Transactions of the Kansas academy of science*, 39: 239-42, 1936. (Kansas state teachers college of Emporia)

Covers the method of making the revision, the reliability and the validity of the test. Finds that the revised test possesses marked advantages over the original Army Alpha intelligence scale.

489. Seidl, Julius C. The effect of bilingualism on the measurement of intelligence. Doctor's, 1937. Fordham. 123 p. ms.

Administers the Stanford revision of the Binet-Simon tests and the Arthur point scale of performance tests to 120 monolingual and 120 bilingual children of Italian extraction who were between 9½ and 11½ years of age. The monolinguals received slightly higher IQ's on the Stanford than did the bilinguals but on the Arthur scale the bilinguals slightly surpassed the monolinguals. The correlations between the two tests were .41 for the monolinguals and .24 for the bilinguals indicating that for neither monolinguals nor bilinguals may the Arthur scale be considered as a substitute for the Stanford-Binet.

\*490. Sharp, Della Larson. Group and individual profiles in the association-motor test. Doctor's, 1937. Iowa. (In *University of Iowa studies, new series*, no. 347. *Studies in child welfare*, vol. 15, no. 1. *Studies in emotional adjustment*, 2: 97-196)

Attempts to evaluate the association-motor technique as a diagnostic device for groups and for individuals. Tries to determine to what extent and under what circumstances the association-motor technique has diagnostic possibilities, in the sense that it reveals concentration of disturbance in one or another generally accepted "conflict area"; and to what extent the profile is determined by the varying age of the subject. Uses a special list of stimulus words for each of the following areas of conflict: family, social, religion, health, and intellect. Finds a concentration of group disturbance in the social category in a group of unselected college freshman girls; a longer reaction time and a more generalized disturbance in a high school group. Reveals marked differences in individual profiles.

491. Slocum, Roger Leon. Wisconsin college prediction tests. Doctor's, 1937. Wisconsin.

492. Upshall, C. C. Report on the Kuhlmann-Anderson intelligence test given to the first grades in the Bellingham city schools during September, 1936. Bellingham, Western Washington college of education, 1937. 11 p. ms.

493. Vans, Oda Beardsley. A comparative study of pupil success and certain measures of mental ability. Master's, 1937. Southern California.

494. Voss, Harold Anthony. An experimental investigation of the relationship between difficulty and reliability in tests. Master's, 1937. Fordham. 66 p. ms.

Obtains scores for 127 individuals on 14 equated pairs of 33 item tests at 13 levels of difficulty ranging from 2.5 to 95 percent of success. Measures of reliability for each test were then computed and compared with difficulty, the maximum reliability (.91) being obtained at the 45 percent success level and falling off rapidly on either side as the

extremes of difficulty were approached. Analysis of this relationship showed that relative variability of scores at the various difficulty levels was largely responsible for the concomitant variation of reliability and difficulty.

495. White, Ralph Kirby. A factor analysis of tests designed to measure fluency, atypicality, and intellectual curiosity. Doctor's, 1937. Stanford. (Abstract in: Stanford university. Abstracts of dissertations for the degrees of doctor of philosophy and doctor of education, 1936-37: 159-62)

Analyzes some tests which had previously been considered measures of originality or imagination, in conjunction with measures of verbal intelligence by administering the tests to 181 freshmen at Wesleyan university. Finds that these tests, as adapted for group administration and as administered to a population of college freshmen, are not satisfactory measures of any trait constant enough to be worth measuring.

496. Zimmerman, Lowell T. To determine the relationship between scores on a test of understanding and scores on a test of factual knowledge. Doctor's, 1937. Wisconsin.

#### SOCIAL INTELLIGENCE—TESTS AND SCALES

497. Anselm, George. Concepts of negligence in certain types of highway accident situations. Doctor's, 1937. Iowa. (Abstract in: University of Iowa. Series on aims and progress of research, no. 52)

Investigates the traits and attitudes which lead children and drivers of adolescent years into situations of peril in highway traffic. Arranges a test of 18 situations designed to yield information concerning adolescent ideas of the civic and moral obligations which modern highway conditions impose upon all citizens. Analyzes responses of the tests which were administered to over 5,700 members of the eighth and twelfth grades in 19 representative towns and cities of Iowa and Illinois, ranging in population from 3,000 to more than 100,000. Reveals serious deficiencies and shortcomings in the attitudes of a considerable proportion of pupils on both grade levels toward the standards of conduct set by the courts. Suggests the special emphases needed in the teaching and learning procedures for various classes and groups of pupils.

498. Bennett, Alice L. A study of the possibility of identifying nursery school teachers' emotional states and attitudes while teaching. Master's, 1937. Purdue. 97 p. ms.

Describes an experiment in which lists of words and phrases denoting feelings or attitudes experienced while teaching in the nursery school were submitted by 22 nursery school teachers and directors, combined into one list and sent to judges for classification into a qualitative ordered series. Devises a guide, with directions for use, for nursery school teachers.

499. Billings, Elizabeth Louise. The use of Brainard's specific interest inventories in a secondary school. Master's, 1936. Columbia.

500. Bingham, Walter Van Dyke. Aptitudes and aptitude testing. New York, Harper and brothers, 1937. 390 p. (National occupational conference) (Stevens Institute)

Contents: Aptitudes and guidance; orientation within the world of work; and the practice of testing.

501. Bordin, Edward. A study of the social attitudes of college students by means of a personnel questionnaire. Master's, 1937. Temple. 59 p. ms.

Studies the results of a social attitudes test given to 294 sophomores and 398 freshmen at Temple university in 1936. Finds that the sophomore group was slightly more liberal than the freshman; that the men students of both groups were slightly more liberal than the women; that Jewish students were the most liberal of the denominational groups, and Protestants the least liberal.

502. Bower, C. E. The construction of an objective scale to measure the scientific attitude involving the habit of weighing evidence. Master's, 1937. Colo. St. Coll. of Ed.

†503. Brandt, Hyman, Williams, Harold M., and Carlson, Harold S. Studies in emotional adjustment. Iowa City, University of Iowa, 1937. 102 p. (University of Iowa studies, new series, no. 340. Studies in child welfare, vol. 13, no. 4)

Contents: (1) A logical decision test: an indirect approach to the study of the emotional orientations of the adolescent, by Hyman Brandt, p. 9-24; (2) Evasion and a manifold association test, by Hyman Brandt, p. 27-50; (3) Time characteristics in the word-association test, by Harold M. Williams, p. 53-60; (4) The incidence of certain etiological and symptomatic factors among a group of Iowa delinquents and felons, by Harold S. Carlson, p. 68-98.

\*504. Chi, Pan-Lin. Statistical analysis of personality ratings. Doctor's, 1936. Chicago. Chicago, University of Chicago libraries, 1937. (Reprinted from, *Journal of experimental education*, 5: 229-45, March 1937)

505. Clouse, Verl B. Construction and evaluation of a scale to measure attitude toward any disciplinary procedure. Master's, 1937. Purdue. 58 p. ms.

Constructs and administers a scale of 141 statements for measuring attitude toward disciplinary procedure to 163 high school juniors, seniors, teachers, and university students.

506. Darley, John G. An analysis of attitude and adjustment tests, with special reference to conditions of change in attitudes and adjustments. Doctor's, 1937. Minnesota.

507. Dixon, Lee H. The validation of a three-axial scale to measure attitudes toward any existing or proposed social activity. Master's 1937. Purdue. 23 p. ms.

Administers scales on church, labor unions, and capital punishment to 225 high school and to 90 college students.

\*508. Eisenberg, Philip. Expressive movements related to feeling of dominance. Doctor's, 1937. Columbia. New York, 1937. 73 p. (*Archives of psychology*, no. 211)

Administers Maslow's social personality inventory and self-ratings to a group of 216 Columbia men and to a group of 238 Barnard women, and from these groups selects a total of 15 dominant and 10 non-dominant men and 24 dominant and 21 non-dominant women. Measures various expressive movements of these groups to determine whether or not there are expressive movements related to the feeling of dominance. Finds that the questionnaire measured the feeling of dominance with a high degree of reliability and validity; and that the feeling of dominance, as measured by the questionnaire and the self-ratings, was comparatively stable in the individual, and revealed a generalized attitude.

509. Emery, Charles E. Attitude of prospective teachers toward certain institutions, proposed social actions, and practices. Master's. 1937. Purdue. 33 p. ms.

Analyzes 420 replies of students in five teacher training institutions, to the Kelley-Remmers scale to measure attitude toward any institution, the Thomas-Remmers scale to measure attitude toward any proposed social action, and the Bues-Remmers scale to measure attitude toward any practice.

510. Geiger, H. E. Apprentices' attitudes toward their training and the construction of a diagnostic scale. Master's, 1937. Purdue. 84 p. ms.

Constructs and evaluates a diagnostic scale for measuring apprentices' attitudes toward their training.

511. Geissler, Eugene. A proposal for guidance in human relationships. Master's, 1937. Wisconsin.

512. Gotham, Raymond Edwin. The measurement of personality. Doctor's, 1937. Wisconsin.

513. **Gray Judson Clark.** A comparison of children of higher and lower achievement quotient in respect to personality trait ratings. Master's, 1937. Chicago. 52 p. ms.

514. **Highsmith, Annette Paris.** An inquiry into the personality adjustments of parents. Master's, 1937. Peabody. 107 p. ms.

Analyzes the personality adjustments of 507 women and 200 men parents, in developing a scale for the measurements of parents' personality adjustments.

\*515. **Houtchens, H. Max.** Temperament in adolescent groups. Doctor's, 1937. Iowa. Iowa City, University of Iowa, 1938. (*In: University of Iowa studies, new series, no. 347. Studies in child welfare, vol. 15, no. 1. Studies in emotional adjustment, 2: 9-68*)

Compares differences in temperament between socially adjusted and socially maladjusted adolescent boys and girls as contrasted with a sampling of adults. Studies a cross-sectional representation of groups taken from the State training school for boys, State training school for girls, State juvenile home, East high school in Des Moines, boarding home and adoptive home parents of the Iowa children's home society, and graduate students at the University of Iowa. Finds adolescents, as compared with adults, more paradoxical in their feelings and more prone to oscillate from one extreme to another.

516. **Jacobsen, G.** Parents' awareness of adolescents' problems. Master's, 1937. Coll. of the City of New York. 76 p. ms.

Investigates awareness of the reactions of their adolescent children to potential problem situations. Develops a technique to gather data about the adolescent's awareness of his own problems and the parents' awareness of the adolescent's reactions. Studies 30 adolescents of from 14 to 18 years of age and one parent of each adolescent. Shows that parents were less aware of their adolescents' reactions to the questions connected with sex than with any of the other groups of problems centering around home difficulties, psychological weaning, introvert-extrovert tendencies, and economic problems.

517. **Kirkpatrick, Forrest H.** The validation of the Thurstone personality schedule. *In West Virginia academy of science. Proceedings, 1936: 204-209.* (Bethany college).

Questions the validity of the Thurstone personality schedule because the schedule lacks relation to a stated theory of personality adjustment; contains an unascertained amount of falsification of response which is not revealed by the method of validation by internal consistency; a large proportion of the items of the schedule depend on the past experience of the subject and may be invalid for present conditions; the use of two extreme groups of 50 each in validating the responses is inadequate; the variable significance of a response relative to the type of personality and maladjustment of each subject should be pointed out instead of being hidden by the scoring method which provides a single numerical index; and failure to check with a second group the hypothetical values derived from the Chicago freshman group seems indefensible.

518. **Layman, Emma McCleay.** A critical analysis of the adjustment questionnaire. Doctor's, 1937. Iowa. (Abstract *in: University of Iowa. Series on aims and progress of research, no. 52*)

Presents a subjective and statistical analysis of 782 items taken from 16 personality tests; and discusses some of the uses and limitations of multiple-factor analysis.

519. **Levine, Kate Natalie.** A study of lateral dominance and its relation to scores on the Bernreuter personality inventory. Master's, 1936. Columbia.

520. **Lombardi, Maryellen Maher.** An investigation of a technique for the exploration of personality. Doctor's, 1937. T. C., Col. Univ.

Compiles a list of personality traits, and develops a rating scale. Analyzes 354 ratings, representing 1,700 judgments, to determine whether the scale could discriminate between the good and poor groups.

\*521. **Lurie, Walter Albert.** A study of Spranger's value-types by the method of factor analysis. Doctor's, 1935. Chicago. Chicago, University of Chicago

libraries, 1937. *Journal of social psychology*, 8: 17-37, February 1937. (Reprinted)

Applies the Thurstone multiple factor technique to the problem of personality classification. Describes an experiment in which a test blank of 144 items classified according to Spranger's system, was administered to 203 freshmen and sophomores at the University of Chicago.

522. Matthews, Walter Mason. An analysis of the role played by emotional factors in conditioning criminal behavior and delinquency. Doctor's, 1937. Iowa. (Abstract in: *University of Iowa. Series on aims and progress of research*, no. 52)

523. Moulton, Ella Louisa. Preliminary validation of the San Francisco achievement tests in social service for the 9th grade. Master's, 1936. Stanford.

524. Ochs, George H. Nationality and race differences as revealed through objective studies. Master's, 1937. Temple. 124 p. ms.

525. Peters, Sister Mary Fridiana. A comparative study of some measures of emotional instability in school children. Doctor's, 1937. Indiana. 141 p. ms.

526. Reid, Nora Forbes. The use of personality tests as a group device in counselling in junior high school. Master's, 1937. Southern California.

527. Riggs, Mrs. Winifred C. A validation of the Loofbourow Keys personal index. Master's, 1937. Denver. 47 p. ms.

Validates a diagnostic test for character prognostication of problem behavior tendencies in boys of junior high school age using two groups of boys from Baker junior high school in Denver, to whom the index was administered soon after their entrance into the seventh grade, and at the time of their leaving the school, two years later, an estimate of the boys was made by the boys adviser.

528. Rinsland, Martha O'Daniel. A test for measuring teachers' knowledges of conducts and personality of children from six to eight years of age. Doctor's, 1936. Oklahoma. 62 p. ms.

Constructs and evaluates an objective, multiple choice test of the conduct and personality of young children. Finds the test to be accurate, inclusive, and valid, and suitable for use in teacher training institutions, by professors of child psychology and development, and by school executives in their selection of teachers.

529. Schnabel, F. E. The construction of a scale to measure objectively the scientific attitude—open-mindedness. Master's, 1937. Colo. St. Coll. of Ed.

530. Shlaudeman, Karl Whitman. A correlational analysis of idiosyncrasy of response to tests of association, interest and personality. Doctor's, 1936. Stanford. (Abstract in: *Stanford university. Abstracts of dissertations for the degrees of doctor of philosophy and doctor of education, 1936-37: 22-26*)

Describes an experiment in which the Bernreuter personality inventory, the Strong vocational interest blank and the Kent-Rosanoff free association test were given to a large number of junior college freshman men, and the tests scored by an idiosyncrasy key. Measures and describes three types of idiosyncrasy. Suggests that personality may have to be thought of as comprising a number of rather broad areas interconnected only by narrow bands, so that no trait can be described as general except with reference to a particular class of functions.

531. Smith, Burton MacLynn. Constructing and validating a reaction questionnaire for high school students. Master's, 1937. Wisconsin.

532. Smith, J. J. A factual report on the development of the Muskingum character test. New Concord, Ohio, Muskingum college, 1937. ms. (*Faculty news bulletin*, vol. 7, no. 6)

Attempts to determine the reliability, validity, and the scoring of the test in subdivisions as well as in its total form by administering it to the Muskingum faculty and students during February, 1936.

533. Stackman, Harvey Albert, jr. Vocational success and the ascendancy-submission score. Master's, 1936. Columbia.

534. Stettheimer, Mrs. Syra Freeland. A comparative study of personality adjustment of two matched groups of elementary school children. Master's, 1937. Denver. 28 p. ms.

Attempts to determine whether or not there are any marked personality differences between children coming from average normal homes, and children who are cared for by the Colorado state home for dependent children. Tests 59 children, ages 9 to 14, grades 4 to 6, and analyses data on chronological age, mental age, and grade; administers Rogers' Test of personality adjustment. Selects a group of pupils from each of the two schools, matching each pupil in each group against a pupil with the same characteristics in the equivalent group. Shows poorer adjustment of the children of the Colorado state home for dependent children than of the children from average normal homes.

535. Troup, Evelyn. A comparative study by means of the Rorschach method of personality development in 20 pairs of identical twins. Doctors, 1937. T. C. Col. Univ.

Analyzes resemblances and differences in personality development in monozygotic twins as revealed by the Rorschach test; and studies the reliability of the Rorschach method of psychodiagnosis. Suggests that the degree of similarity in personality development of monozygotic twins is greater when the estimate is based upon the interpretation of the whole personality constellation than when based on isolated aspects. Finds some doubt as to the applicability of the matching method to the Rorschach data in the study of the degree of twin similarity because of the many factors affecting the possibility of the matching.

536. Wahlstrom; Lawrence F. A statistical analysis of the Torgerson pupil adjustment inventory. Master's, 1937. Wisconsin.

537. Watson, Walter Samuel. The measurement of maturity in man. Master's, 1937. Wisconsin.

538. Weiner, Anna. Some significant causes of adolescent problems. Master's, 1936. Hunter.

#### EDUCATIONAL MEASUREMENTS—TESTS AND SCALES

539. Adams, F. J. Predicting some elements of high school and college records from elementary school test data. Journal of educational psychology (University of Texas)

540. Baker, Clyde William. A study of the validity of the Army group examination Alpha Schrammel-Brannan revision. Master's, 1937. Kans. St. T. C., Emporia. 33 p. ms.

541. Balk, Leslie W. Testing attitudes and understanding in a unit in eighth grade American history. Master's, 1937. Iowa.

542. Berkowitz, Samuel B. A summary of results of investigations with tests and measurements in school music education. Master's, 1937. Temple. 173 p. ms.

Shows that tests should be used for diagnostic and remedial purposes, so that the gifted child may receive the full benefit of musical education, and the inferior child will not be burdened with knowledge outside of its reach.

543. Berson, P. M. Optimum use of reading tests and of non-visual-verbal and visual-verbal subtests of the Kuhlmann-Anderson intelligence test in indicating rate of progress through the primary grades. Master's, 1937. Coll. of the City of N. Y. 43 p. ms.

Describes an experiment in the reading of 170 Negro boys and girls in the 4B grade of an elementary school. Reveals that reading ability is the most important factor in the intercorrelations of the various tests; that the visual-verbal phase of intelligence rather

than the non-visual-verbal phase tends to be the more dominant factor in grade progress; and that the visual-verbal subtests of the Kuhlmann-Anderson intelligence test tend to be a more important factor in grade progress than the entire intelligence test.

544. Bijou, Sidney William. The performance of normal children on the Randall's-Island performance series. Master's, 1936. Columbia.

545. Breneman, Everett W. Item analysis of the 1936 Iowa every-pupil test in economics. Master's, 1937. Iowa.

546. Bridges, Claude F. A study of the reliability of orally presented objective tests. Master's, 1937. Florida.

547. Bright, John H. A study of the predictive value of the Seashore music talent tests in the public school music classes in Huntingburg, Indiana. Master's, 1937. Ind. St. T. C. 54 p. ms. (Abstract in: Teachers college journal, 8: 88-89, July 1937)

Finds that the Seashore music talent tests have some predictive value as a means of deciding whether or not students should be excused from music classes.

548. Bronson, Edwin Morris. An evaluation of aptitude tests in determining achievement for different methods used in mathematics. Master's, 1937. Utah.

549. Brown, Mary Parker. Evaluation of state testing program in senior high school English. Master's, 1937. Ohio State. 144 p. ms.

Studies state tests in the mechanics of English composition, and in literature in the light of educational objectives and aims of the English studies. Finds the tests now in use inadequate to represent the scope of the English studies and harmful because of their over-emphasis on formal grammar, out-moded language usages, and disconnected facts on literary history, books, and authors.

550. Carlock, Horace B. An evaluation of a technique for measuring skill in the use of the dictionary. Master's, 1937. Iowa.

551. Cartwright, Carlton Oliver. A study of the use of diagnostic tests followed by drill in the teaching of agricultural arithmetic. Master's, 1937. Mass. St. Coll. 126 p. ms.

552. Claunch, John Miller. A study of the testing program in Smith county, Texas, from 1935 to 1937. Master's, 1937. Texas.

553. Collins, Bernard G. The influence of the difficulty of a test on its correlation with the general cognitive factor. Master's, 1937. Catholic Univ. 21 p. ms.

Attempts to find to what extent the level of difficulty of a test may affect the correlation of the test with the general cognitive factor. The material used was taken from 625 General ability tests, each having five parts. Shows that the easy variables intercorrelated higher than the difficult variables, but the distributions were not normal, and the coefficients obtained were consequently spurious in many instances.

554. Craig, James C. The predictive value of reading readiness tests. Master's, 1937. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 13: 379-80)

Describes an experiment in which an intelligence test and four reading readiness tests were given to 50 pupils entering the first grade, and in which a test of reading achievement was administered to the same pupils seven months later. Finds that the IQs of the pupils and their scores made in the group tests of reading readiness showed a positive correlation with their achievement in reading, although the correlation was not high; and that the tests all appeared to have almost equal values as predictive measures.

555. Dashkin, Charlotta. Can interest in subjects be measured by interest in characteristic words taken from the subject context? Master's, 1936. Columbia.

556. **Dauplaise, George E.** A study of the Wisconsin education association fact-theory science test. Doctor's, 1937. Wisconsin.

\*557. **Dickter, Morris Richard.** The relationship between scores on the scholastic aptitude test and marks in mathematics and science. Doctor's, 1937. Pennsylvania. Philadelphia, University of Pennsylvania, 1937. 57 p.

Attempts to determine the relationship between scores on the verbal and mathematical sections of the scholastic aptitude test and marks in specific courses in first year chemistry, first year mathematics, and elementary physics at the University of Pennsylvania from 1930-1936. Analyzes 9,251 marks involving 2,466 students distributed throughout all the undergraduate schools of the University of Pennsylvania. Indicates that the scores made by students on the mathematical section of the test at the time of entering the University of Pennsylvania and their future academic success in chemistry, mathematics, and physics are related; and that the mathematical section is a more sensitive instrument than the verbal section in detecting groups of varying mathematical ability.

558. **Evans, Paul C.** A critical analysis of the 1936 Iowa basic skills test in language, Test C. Master's, 1937. Iowa.

559. **Faulkner, Ray.** An experimental investigation designed to develop tests to measure art understanding and appreciation. Doctor's, 1937. Minnesota. 246 p. ms.

Constructs art tests; the specialization of art appreciation; the relation of art appreciation to intelligence; the relation of art appreciation to attitude toward art; and the relation of art appreciation to art thinking.

560. **Feist, William M.** An evaluation of unit tests in mechanical drawing for eighth and ninth grades, in the Detroit public schools. Master's, 1937. Detroit. 105 p. ms.

Studies the construction and evaluation of unit tests which parallel the work in mechanical drawing in the intermediate schools. Finds 62 percent of the 386 items in all the tests inadequate, and 38 percent adequate for discrimination; finds their reliability low; and that the tests should be revised and reconstructed.

561. **Fricke, Raymond W.** An analysis of the 1935 Iowa every-pupil test in general science. Master's, 1937. Iowa.

\*562. **Frye, Ellis K.** The mechanical abilities of siblings. Doctor's, 1934. Nebraska. (Offprinted from: Pedagogical seminary and Journal of genetic psychology, 50: 293-306, June 1937)

563. **Furrer, Donald C.** An analysis of the 1937 Iowa every-pupil test in general science. Master's, 1937. Iowa.

564. **Gear, Harold L.** Changing conceptions of measurement in the secondary school. Master's, 1937. Ohio State. 195 p. ms.

Finds that the "evaluation" idea of measurement seems in the more progressive schools to be replacing the mere concept of testing, although the demand on the part of some educators for comparability and interpretability of test results is also still on the rise.

565. **Gray, Hob.** New-South achievement test results, 1936-37. Texas outlook, 21: 30-32, October, 1937. (University of Texas)

566. **Grove, William B.** Modification of Kent-Shakow formboard series. Doctor's, 1937. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 13: 175-83)

Presents structural modifications of the Kent-Shakow formboard tests; suggests an administrative technique; and presents a battery of supplementary tests. Finds that the structural modifications, while simplifying the series, have not rendered it nondiscriminative at the adult level; provides a performance test which may be presented without the use of verbal instructions; and measures ability to solve problems presented in the form of concrete spatial relations.

567. Hallman, J. D. The 1937 report on the cooperative testing program of the Teachers college personnel association. Greeley, Colorado state college of education, 1937. 102 p. ms.

Presents the results of from one to four tests administered to freshman entrants by some 60 teachers colleges.

568. Held, O. C. The arithmetic section of the American council psychological examinations as an instrument with which to select college freshmen poorly prepared for the study of college mathematics. Pittsburgh, University of Pittsburgh, 1937.

569. Hills, John Robert. The construction of a high school economics test. Master's, 1937. Colorado. (Abstract in: University of Colorado studies, 25: 70)

Analyses 12 recent textbooks in economics by topics; prepares 467 objective test items sampling 26 topics; and administers the test to 760 high school pupils in 17 schools located in nine states. Revises the test to include 170 items which sample all of the 26 topics included in the original test arranged in ascending order of difficulty. Finds the test to be valid and reliable for use in measuring the achievement of high school pupils in economics.

\*570. Hogan, Virginia. A further study of the Penn State speech inventory. Master's, 1937. Penn. State. 69 p. ms.

Examines statistically the data gathered from the results of testing all incoming freshmen at the Pennsylvania state college over a period of years, to determine the relationship between speech efficiency and socio-economic status, bilingualism, class of school district attended on the secondary school level, and college aptitude. Studies the speech rating of 5,707 students on the Speech inventory card of each subject. Finds that speech efficiency and socio-economic status are not closely related, nor are speech efficiency and speech training; that low speech efficiency and bilingualism occur concomitantly; that there is no relationship between speech efficiency and the size of school district attended on the secondary school level; that there is a positive, but low, correlation between speech efficiency and college aptitude. Compares the reliability of one judge's ratings with the ratings of an infinite number of judges.

571. Horton, Clark Willis. Achievement tests in relation to objectives in college botany. Doctor's, 1937. Ohio State. (Abstract in: Ohio state university. Abstracts of doctors' dissertations, no. 23: 21-25)

Discusses promising test devices in relation to certain representative objectives in teaching botany, and gives illustrative test forms.

572. Indiana university. Twenty-fourth annual conference on educational measurements held at Indiana university, April 16 and 17, 1937. Bloomington, 1937. 100 p. (Bulletin of the School of education, Indiana university, vol. 13, no. 4)

Contents: (1) Content of a course in the introduction to education by Velorus Marx, p. 3-12; (2) Reorganization of local school districts in Ohio, by T. C. Holy, p. 13-17; (3) Report on NYA school aid activities for 1936-37, by Quentin D. Wert, p. 18-20; (4) Some experiments in teaching German vocabulary, by E. O. Wooley, p. 21-27; (5) Some trends in educational measurement, by Walter S. Monroe, p. 28-35; (6) Constitutional tax limitations and their influence on education in Ohio, by T. C. Holy, p. 36-42; (7) Progress toward a science of education; by Walter S. Monroe, p. 43-51; (8) Analysis of efficiency in addition, by Henry Lester Smith, p. 52-78; (9) Superintendent's appraisal of teacher candidates, by H. B. Allman, p. 79-97.

573. Johnson, Palmer O., and Eurich, Alvin C. The achievement of educational values. Minneapolis, University of Minnesota, 1937.

Measures changes in students during instruction.

574. Johnston, David H. A statistical analysis of the 1935 academic arithmetic test. Master's, 1937. Iowa.

575. Jones, John Arthur. An experimental evaluation of a proofreading test in punctuation and capitalization. Master's, 1937. Iowa.

\*576. Kelley, Glenn Orville. The English classification tests administered by the University of Nebraska: an analysis. Doctor's, 1937. Nebraska. 93 p. ms.

Analyses the Nebraska classification test in English, form 5, and the responses made in the test by 5,183 pupils graduated in 1934 from 346 Nebraska high schools, to determine what relationships, if any, exist between various factors and scores made in the test, and to determine the value of the tests in predicting success on the college level. Finds that the test compares favorably with the average reliability of eight other tests commonly used for placement purposes by colleges and universities; that girls markedly outranked the boys in the test; that the tests predict success in first semester courses in composition fairly accurately at the extremes of the distribution of the test scores; that the tests predict success in literature and ancient languages more accurately than they do in composition courses.

577. Kilander, H. F. Kilander health knowledge test for high school seniors and college freshmen. Ann Arbor, Edwards brothers, 1937. 8 p. (Panzer college of physical education)

578. Kuder, George Frederic. The construction of valid test items. Doctor's, 1937. Ohio State. (Abstract in: Ohio state university. Abstracts of doctors' dissertations, 24: 189-97)

Uses a synonym test composed of multiple-choice items with five alternatives each, using college marks as a criterion.

579. Lancaster, Elizabeth T. An information test for children of preschool age: II. General science. Master's, 1937. Iowa.

580. Ledwell, Ruth V. Some aspects of the correlation of biology tests. Doctor's, 1937. Wisconsin.

581. Lenox, Robert L. The development of a technic to measure music appreciation. Master's, 1937. Allegheny. 57 p. ms.

Indicates that music appreciation courses need to be longer, and that more time is needed to develop a reasonable appreciative sense. Develops a technic which measures growth in music appreciation by studying student reactions to compositions broken up into their various elements.

582. Levan, Herbert Clark. An evaluation of tests of musical talent. Master's, 1937. Kana St. T. C., Pittsburg. 93 p. ms.

Evaluates tests of musical ability to determine which tests are most reliable and useful for elementary school purposes.

583. Lewerenz, Alfred Speir. Techniques for the objective evaluation of the vocabulary used in printed matter. Doctor's, 1937. Southern California.

Devises vocabulary difficulty grade placement, polysyllabic word grade placement, vocabulary diversity grade placement, vocabulary mass grade placement, and vocabulary interest rating scales for the measurement of the adaptability of instructional materials to the reading ability of pupils.

584. Lovegren, Levi A. The relative difficulty of various academic fields for students whose scores are in the lowest decile on the Miller analogies test, with some notes on small sample analysis. Doctor's, 1937. Minnesota.

585. McMullen, Robert W. An analysis of pupil performance on the 1937 Iowa every-pupil test in plane geometry. Master's, 1937. Iowa.

\*586. Mangan, Martha B. A study of the relationship existing between scores of the K-D and K-R music tests. Master's, 1937. Syracuse. 107 p. ms.

Studies the relationship between scores earned on the Kwalwasser-Dykema music tests and the Kwalwasser-Ruch musical accomplishment tests on the basis of sex, for the trained and the untrained, using 527 pupils in the seventh and eighth grades of a junior high school in Syracuse, N. Y., to whom both tests were given in the spring of 1936, and to whom the K-R tests were again given three months later. Finds that girls are superior to boys on all of the tests.

587. Manuel, H. T. A further report of the 1935-36 testing program. Austin, University of Texas, 1937.

588. ———. Results of the 1936 college testing program. Austin, University of Texas, 1937.

589. Masterson, Mae. A comparative study of seventh grade achievement in Davidson county, North Carolina. Master's, 1936. Tennessee. 109 p. ms.

Compares the scores made by seventh-grade pupils of the consolidated schools of Davidson county, North Carolina, on the new Stanford achievement test, form Y, with national norms and with results obtained by Dr. Jacob S. Orleans in a study of seventh-grade achievement for the state of North Carolina. The new Stanford achievement test was administered to all seventh-grade children in the state in March 1935, with a view to discovering the educational standing of seventh-grade pupils. Finds that the scores of seventh-grade pupils in Davidson county were below other counties and below national norms on all tests except Test 9, arithmetic reasoning, and Test 10, arithmetic computation. On these two tests they were well above the national norm. The lowest scores were made on Test 2, word meaning.

590. Mathias, C. Wilber. A diagnostic algebra multiplication test to illustrate critical analyses of algebra tests. Master's, 1937. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 13: 396-97)

Constructs two forms of the test so that a measurement could be had of the remedial teaching which follows the giving of the test. Validates the tests by administering them to 63 pupils in two classes of 9B grade in the Herron Hill junior high school.

591. Maughan, Nona Geddes. An information test for children of preschool age: I. Home living. Master's, 1937. Iowa.

592. Miller, Bertha Templeton. An analysis of Pinter-Paterson performance test scores. Master's, 1937. Kansas.

593. Millsbaugh, Willis A. Comparison of Carnegie educational test score with achievement in college of the class of 1932, Liberal arts college, Temple university. Master's, 1937. Temple. 180 p. ms.

594. Myers, Bruce. Predictive value of the Alabama freshman testing program. Master's, 1937. Peabody. 37 p. ms.

Attempts to determine the predictive value in the use of the Cooperative English test, the Cooperative literary acquaintance test, and Thurstone's psychological examination. Finds no reliable difference in this battery of tests as a predictive instrument and freshman college success.

595. Neely, Edwin K. A survey of the effects of the district-state scholarship tests in the secondary schools of the northeastern Ohio district. Master's, 1937. Ohio State. 94 p. ms.

Finds that the effects of these tests upon the student are beneficial because they have provided increased motivation, educational opportunity, and recognition of superior students.

596. Netzer, Royal F. The evaluation of a technique for measuring improvement in oral composition. Doctor's, 1937. Iowa. (Abstract in: University of Iowa. Series on aims and progress of research, no. 52)

Evaluates an oral language scale as a means of measuring improvement in oral language ability in the elementary school. Records the oral responses to selected stimuli of 384 children, and develops three scales from these responses. Records responses of 199 of these children a year later, and compares the two groups of recordings for these 199 children. Finds that improvement in oral language can be measured by these scales; that more pupils showed a gain than a loss in oral language ability as measured by these scales; that teachers can be taught to use an oral language scale to judge the oral productions of their pupils; and that teachers can point to certain definite things which a child must do to improve his oral language work and show him the characteristics of an oral composition of a certain level of quality.

597. Palmer, Claire Wemple. A comparative study of tests of different types in their effect upon group scores and upon an individual's grades. Master's, 1937. Southern California.
598. Palmer, Donald D. An analysis of the 1936 Iowa every-pupil test in world history. Master's, 1937. Iowa.
- †599. Paul, J. B. A comparison of the attainment of the Iowa state teachers college sophomores with the attainment of sophomores in other higher institutions of learning in the following tests constructed in 1936 by the Cooperative test service of the American council on education: Cooperative general science test; cooperative contemporary affairs test; cooperative world history test. Cedar Falls, Iowa state teachers college, 1937. 6 p. ms. (Research report no. 23)
600. Qualle, Newell Edwin. Evaluating test items. Master's, 1937. Wisconsin.
601. Rhiner, Ethelyne W. Construction and standardization of an achievement test in plane geometry. Master's, 1937. Colo. St. Coll. of Ed.
602. Richardson, Harold D. Ability measures as aids in curriculum guidance. Doctor's, 1937. Northwestern.
- †603. Rinsland, Henry Daniel. Constructing tests and grading in elementary and high school subjects. New York, Prentice-Hall, 1937. 323 p. (University of Oklahoma)
- Discusses the need for objective tests in education; multiple choice, sentence completion, simple recall, matching, alternative response, and miscellaneous forms tests; the improvement of marks and grading systems; and the general structure and value of objective tests.
604. Rossier, Charles Wilbur. The measurement of socio-economic attitudes, information, and civic vocabulary of certain representative groups. Master's, 1937. Stanford.
- †605. Schrammel, H. E. Report of the twenty-fifth nation-wide every pupil scholarship test for high schools and elementary schools, January 12, 1937. Emporia, Kansas state teachers college, 1937. 15 p. (Bulletin of information, vol. 17, no. 3)
- †606. ———. Report of the twenty-sixth nation-wide every pupil scholarship test for high schools and elementary schools, April 14, 1937. Emporia, Kansas state teachers college, 1937. 20 p. (Bulletin of information, vol. 17, no. 5)
607. Sexton, Joseph W. Analysis of the 1936 Iowa every-pupil test in American government. Master's, 1937. Iowa.
608. Sharkey, Vincent J. A comparison of three experimental procedures employed in the determination of the effect of administration time upon the validity and reliability of a test. Master's, 1937. Fordham. 85 p. ms.
- Determines the optimum administration time for a spelling test by having a single group of children use different colored pencils during specified portions of the total testing time; by administering four comparable forms of the test to a single group of subjects, allowing different time limits for each form; and by giving the comparable forms to four matched groups with different time limits. The four-form and the four-group procedures were found to be slightly more sensitive than the colored pencil technique.
609. Smith, Bunnie Othanel. Measurement in education: a critical study. Doctor's, 1937. T. C., Col. Univ.
- Deals primarily with performance scales and product scales as measures of achievement in school subjects. Indicates that the instruments of educational measurement now in use are not well enough developed to be used in carrying on exact experimentation in the study of educational problems.
610. Smith, Walden T. The relative validity of certain measures of sentence sense and sentence structure. Master's, 1937. Iowa.

611. Souk, P. An informational test in Spanish for high schools. Master's, 1937. Coll. of the City of New York. 85 p. ms.

Constructs a test to measure high-school pupils' knowledge of important facts about the history, geography, customs, art, and literature of Spain and Spanish America.

†612. South, Earl Bennett. An index of periodical literature on testing: a classified selected bibliography of periodical literature on educational and mental testing, statistical method and personality measurement. New York Psychological corporation, 1937. 286 p. (New York state college for teachers)

613. Specht, Luella K. A case study of techniques for measuring a child's achievement in first grade reading. Master's, 1937. Iowa.

614. Stephens, Theodore Pierson. Some results of a continued testing program in a liberal arts college. Master's, 1937. Chicago, 82 p. ms.

615. Upshall, C. C. Analysis of the values of the entrance test in United States history. Bellingham, Western Washington college of education, 1937. 7 p. ms.

616. ———. Reports of the results of the achievement tests given to pupils in the training school during November, 1936. Bellingham, Western Washington college of education, 1937. 44 p. ms.

Describes an experiment in which the new Stanford achievement test was given to all children in grades three to eight, inclusive, and the Gates primary reading test was given to pupils in grade two. Finds that the children are, in general, young for their grade but superior in achievement; that their highest marks are in reading comprehension, and the lowest in arithmetic computation and spelling.

617. ———. Trend of student ability since 1927. Western Washington college of education. Bellingham, Western Washington college of education, 1937. 5 p. ms.

Studies the results of arithmetic reasoning, arithmetic fundamentals, English usage, American council on education psychological, American history, and spelling tests administered to freshmen groups of 250 or more. Finds a decline on every test since the depression years of 1931 and 1932, with evidence that the decline stopped in 1937.

618. Walker, Oliver Cromwell. The value of standardized survey tests to the elementary teacher. Master's, 1937. Okla. A. & M. Coll.

Attempts to determine whether teachers using standardized survey test results can raise the average achievement level of their pupils, a significant degree above the level of teachers working without the standardized survey test results, providing all other factors are equal.

619. Webster, Barbara Simmons. An experimental study of the Kwalwasser-Dykema music aptitude tests. Master's, 1937. Lawrence. 121 p. ms.

Attempts to determine the validity of the Kwalwasser-Dykema music aptitude tests as a prognostic index of talent in college and conservatory students; to compare the differences in talent ratings of male and female pupils; and to suggest a basis for music guidance. Finds that as a basis for music guidance, the Kwalwasser-Dykema music tests with their established norms and percentiles, are usable for children of the eighth grade and under. For persons of high school and college age, the tests do not seem of sufficient difficulty to predict with accuracy any measure of success in music.

620. Williams, Gerald Edward. A detailed analysis of an objective test. Master's, 1937. Texas.

621. Wolf, Ralph Robinson, jr. Educational aptitudes. Doctor's, 1937. Yale.

†622. Woody, Clifford. The sophomore and freshman testing program in the accredited high schools of Michigan. Ann Arbor, University of Michigan, 1937. 129 p. (Bureau of educational reference and research. Bulletin no. 149)

Discusses general levels of mental and reading achievement; the effect of sex, age, and interest on level of achievement; the effect of nationality, spoken foreign language, and

early training on levels of achievement; future educational and vocational intentions of these pupils; and some investigations, which the principals might undertake.

623. Young, R. V., and Pratt, W. E. Two primary grade achievement batteries. Pittsburgh, University of Pittsburgh, 1937.

#### PHYSICAL ABILITY—TESTS AND SCALES

624. Breuning, Jennie O. Health quotient. Master's, 1937. Temple. 72 p. ms.

Attempts to arrive at a health quotient on health habits, physical vigor, physical defects, and nutrition by administering tests to 884 girls ranging in age from 10 to 18 years. Shows that yearly determination of the health quotient of school children would aid in the classification of pupils in the physical education classes, and in health improvement.

625. Buxton, Claude E. The application of multiple factorial methods to the study of motor abilities. Doctor's, 1937. Iowa. (Abstract in: University of Iowa. Series on aims and progress of research, no. 52)

Administers a battery of nine motor skills tests to 76 high-school boys, the first four of which were scored for amount of learning during the test cycle, as well as for total performance.

626. Causey, Maud Cameron. A further study on the measurement of muscular power and its relationship to strength and general motor ability. Master's 1937. Wellesley.

627. Davis, Florence I. A self analysis sheet for teachers of physical education for women. Master's, 1936. Ind. St. T. C. 73 p. ms. (Abstract in: Teachers college Journal, 8: 65, July 1937)

628. Donels, Ray O. A critical evaluation of selected motor tests as predictors of general motor ability in high school boys. Master's, 1937. Iowa.

629. Ernst, Louise. The construction of soccer skill tests. Master's, 1937. Southern California.

630. Handy, Elvin R. A further validation of the pulse-ratio test as a measure of physical efficiency and endurance. Doctor's, 1937. Iowa. (Abstract in: University of Iowa. Series on aims and progress of research, no. 52)

Analyzes measurements taken on five groups of young men, four of whom were in training for football, basketball, baseball, and track, and a random group not engaged in athletic activity. Finds a positive correlation in all groups between the pulse-ratio test and the endurance ratio established by sprinting; and that the basketball men were in the best condition, followed in order by track, football, baseball, and the random group.

\*631. Howard, Glenn W. Measurement of the achievement in motor skills of college men in the game situation of basketball. Doctor's, 1937. T. C., Col. Univ. New York, Teachers college, Columbia university, 1937. 109 p. Contributions to education, no. 733)

Develops a measure of achievement of the college man while he is actively engaged in playing basketball, in college physical education classes, in varsity and freshman teams, and a member of athletic club basketball team, and examines the significance of this measure with respect to several criteria.

632. Hubbard, Wilbur Virgil. Achievement tests in basketball for use in teacher training institutions. Master's, 1937. Stanford.

633. Keeler, Lindsey D. The effect of maturation on physical skill as measured by the Johnson physical skill test. Master's, 1937. Denver. 38 p. ms.

Finds that physical skill improves with chronological maturity from age 9 through age 16; from 16 through 20 the score remains nearly constant; at 21 the score decreases; an indication of delayed improvement in physical skill during the year of greatest growth during adolescence.

634. Koob, Clarence J. A study of the Johnson motor skills tests as a measure of motor educability. Master's, 1937. Iowa.

635. Lee, George W. An analysis of the Sargent jump, its mechanics and its relationship to strength elements and track ability. Master's, 1937. Iowa.

†636. McCloy, Charles H. Appraising physical status, the selection of measurements. Iowa City, University of Iowa, 1936. 126 p. (University of Iowa studies, new series, no. 319. Studies in child welfare, vol. 12, no. 2)

\*637. McMurray, J. C. The relation of skeletal symmetry to athletic prowess. Doctor's, 1937. New York. 79 p. ms.

Studies 204 students in two southern colleges, and 133 students in five colleges in other parts of the United States to determine the relation of weight and body structure to success in the shot put, hurdling and broad jump.

638. Read, Hazel Una. A plan for rating the health of tenth grade girls. Master's, 1937. Southern California.

639. Scott, M. Gladys. Assessment of motor ability of college women through objective tests. Doctor's, 1937. Iowa. (Abstract in: University of Iowa. Series on aims and progress of research, no. 52)

Describes an experiment in which a total of 37 motor ability test items were administered to 155 freshman students. Indicates that motor ability can be measured with a relatively high degree of validity in terms of the criteria used.

640. Upshall, C. C., and Decker, Anne. The reliability of the Keystone visual safety tests for six year old children. Bellingham, Western Washington college of education, 1937. 11 p. ms.

Describes an experiment in which tests were administered by the same examiner to kindergarten children in April and May, and to the same children in September and October. Finds that approximately half of the children received the same ratings on the two tests, and that most of the others received approximately the same ratings.

641. Whalin, Willard P. A study of the pulse-ratio test as a means of measuring physical condition. Master's, 1937. Iowa.

642. White, Hubart. The correlation of physical ability to culture. Master's, 1937. Okla. A. & M. Coll.

Attempts to correlate Brace's motor ability test and the culture test given to Oklahoma agricultural and mechanical college freshmen in orientation week, 1934-35. Finds that the college freshmen were better in physical ability than were high-school boys of the same age.

643. Wykoff, Frank Clifford. An investigation of the reliability, validity, and objectivity of the pulse ratio test. Master's, 1937. Southern California.

644. Zillmer, William J. Cardio-vascular tests as measures of athletic condition in basketball. Master's, 1937. Iowa.

#### VOCATIONAL TESTS

\*645. Borgen, Bernhard. The validation of a test of general typing ability. Master's, 1937. Kansas. 74 p. ms.

Constructs a test, which taken as a whole and scored as a whole, would test the typist in all of the general fields covered by the described tests, with a minimum of instruction to the typist, with a maximum of opportunity to reveal native skill, and with a maximum objectivity and minuteness of measuring units. Validates the test by administering it to 70 typists of varying abilities, training and experience. Constructs a scale for objectively measuring 128 points of the test. Purports to distinguish between individual

typists on the basis of their ability to do effective work in an office only so far as their ability as typists is concerned.

646. **Briscoe, Laura H.** An experimental study of certain tests as a means of predicting success in shorthand. Master's, 1937. Washington Univ. 66 p. ms.

647. **Carmichael, Vernal H.** Preparation and partial standardization of a testing program in shorthand. Doctor's, 1937. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 13: 38-45)

Constructs and partially standardizes a complete set of shorthand learning tests to measure progress in learning in shorthand at the end of each six-week period and at the end of each semester for two years of shorthand study. Standardizes each test partially by administering it to approximately 500 identical high-school students in 20 representative high schools in Indiana, and treating the data statistically. Finds the tests valid and reliable, and suitable for measuring separately progress in learning to take dictation, progress in learning to read shorthand notes, and progress in learning to transcribe.

648. **Covington, Edward D.** A standard industrial arts examination in woodwork. Master's, 1937. Tennessee. 66 p. ms.

Discusses examination types and criteria; formulates trial forms; evolves standardized alternate woodworking examination forms, which measure objectively the pupil's knowledge of woodwork. Administers the forms to 520 pupils in seven states, and discusses the results.

649. **De Forest, Frank Ray.** A comprehensive new type test for vocational schools giving auto-mechanics work. Master's, 1937. Cincinnati. 123 p. ms.

Describes the development, validation, and revision of a 500 item test covering the major divisions of the auto-mechanics trade as taught in vocational schools.

650. **King, Margaret B.** The predictive value of certain mechanical aptitude tests. Master's, 1937. Peabody. 30 p. ms.

Attempts to determine whether there is practical value in the use of mechanical aptitude tests as predictors of the pupil's command of an industrial arts subject as measured by teachers' marks. Finds that there is a chance relationship between two paper-and-pencil tests and teachers' marks, and no relationship between marks and four other paper-and-pencil tests.

651. **McPhee, William Miller.** A statistical study intended to evaluate the relationships between vocational interests and abilities as measured by segments of well known tests and certain primary abilities as defined by L. L. Thurstone. Master's, 1937. Utah.

652. **Newlun, Lovina E.** A technique for measuring progress and diagnosing difficulties in the learning of Gregg shorthand. Master's, 1937. Ohio State. 170 p. ms.

Constructs and evaluates a technique for measuring progress and diagnosing difficulties in the learning of Gregg shorthand. Analyzes reports of teachers in the 14 schools in which the techniques were evaluated, to determine the value of the techniques after one year's use.

653. **Puhr, M. F.** Development of equivalent forms of a test for measurement of achievement in house planning and furnishing. Master's, 1937. Minnesota.

Constructs and evaluates two approximately equivalent forms of a test of house planning and house furnishing.

654. **Skolnik, Ruth Frances.** The predictive value of the Macquarrie test for beauticians. Master's, 1936. Columbia.

## RESEARCH, EDUCATIONAL

## TECHNIQUES

†655. Whitney, Frederick L. Elements of research. New York, Prentice-Hall, 1937. 616 p. (Colorado state college of education)

Deals with reflective thinking, science and research; research traits and abilities; the problem; analysis of previous research; agenda of procedures; collection of evidence; descriptive research; historical research; experimental research; philosophical research; prognostic research; curriculum research; sociological research; creative research; classification of research material; and the research report.

†656. Wilson, Cornelia Mary. Analysis of research procedures followed by students in completing their masters' theses at the University of Detroit. Master's, 1936. Detroit. 179 p. ms.

Classifies unpublished theses according to the analysis of research procedures found in each thesis.

## REPORTS.

†657. Alabama University. Bibliography of master's theses, University of Alabama, 1925-1937. University, 1937. 32 p. (University of Alabama bulletin, new series, no. 161)

†658. Brahm, Walter F. Bibliography and index of publications of Western Reserve university for the years 1822-1936. Cleveland, Western Reserve university, 1937. 83 p. (Western Reserve university bulletin, new series, vol. 40, no. 8)

†659. Colorado University. Development and present status of graduate study and research in the University of Colorado. Boulder, 1937. 115 p. (University of Colorado bulletin, vol. 37, no. 17. General series, no. 403. University of Colorado studies, vol. 25, no. 1)

Contents: (1) Development and present status of graduate study and research in the University of Colorado, by Oliver C. Lester, p. 1-19; (2) Research in the Department of chemistry, 1902-1937, by John B. Ekeley, p. 21-32; (3) Abstracts of theses and reports for higher degrees, 1937, p. 33-115.

†660. Columbia university. Masters' essays, 1936. New York City, 1937. 47 p.

†661. Gilchrist, Donald B. Doctoral dissertations accepted by American universities, 1936-37, compiled for the Association of research libraries. New York, H. W. Wilson company, 1937. 105 p. (No. 4)

†662. Indiana state teachers college. Abstracts of unpublished masters' theses, Indiana state teachers college, 1937. Teachers college journal, 8: 61-98, July 1937.

†663. International council of religious education. Abstracts in religious education, selected graduate theses in religious education, 1936. Chicago, 1936 v. p. ms. (No. 4)

†664. Iowa University. Graduate theses, including schedules of dissertations of approved candidates for advanced degrees with major and minor subjects. Iowa City, 1937. 73 p. (University of Iowa studies, new series, no. 339. Series on aims and progress of research, no. 51)

†665. ———. Programs announcing candidates for higher degrees, 1937. Iowa City, 1937. u. p. (University of Iowa studies, new series, no. 342. Series on aims and progress of research, no. 52)

†666. Kentucky. University. Theses in education, University of Kentucky. Lexington, 1937. 32 p. (Bulletin of the Bureau of school service, College of education, University of Kentucky, vol. 10, no. 1)

The theses listed have been included in earlier numbers of the Bibliography of research studies in education.

†667. Koos, Leonard V. and Edwards, Newton. Selected references in education, 1936, reprinted from the *School review* and the *Elementary school journal* for January to December, 1936. Chicago, University of Chicago, 1937. 215 p. (Supplementary educational monographs, no. 44)

668. Lesley, J. B. M. A. theses in school administration, Peabody college, 1927-1937. Master's, 1937. Peabody. 99 p. ms.

Presents an annotated bibliography of 212 theses on school administration, for degrees granted by George Peabody college for teachers from August, 1927 to June, 1937, inclusive.

†669. Minnesota. University. Publications of the faculties, 1935-36. Minneapolis, 1936. 155 p. (Bulletin of the University of Minnesota, vol. 39, no. 62)

†670. Ohio state university. Abstracts of dissertations presented by candidates for the degree of doctor of philosophy, spring quarter, 1936. The graduate school. Columbus, 1937. 432 p. (Abstracts of doctors' dissertations, no. 21)

†671. ———. Abstracts of dissertations presented by candidates for the degree of doctor of philosophy, summer quarter, 1936. The graduate school. Columbus, 1937. 319 p. (Abstracts of doctors' dissertations, no. 22)

The educational theses were listed in the Bibliography of research studies in education, 1935-36.

†672. ———. Abstracts of dissertations presented by candidates for the degree of doctor of philosophy, autumn quarter, winter quarter, 1936-37. The graduate school. Columbus, 1937. 143 p. (Abstracts of doctors' dissertations, no. 23)

Three of the theses in education were listed in the Bibliography of research studies in education, 1935-36.

†673. Oklahoma. University. Abstracts of theses for higher degrees in the Graduate school, 1934. Norman, 1936. 140 p. (University of Oklahoma bulletin, new series no. 681)

Abstracts listed in Bibliography of research studies in education, 1933-34, Bulletin, 1935, no. 6.

†674. Palfrey, Thomas B. and Coleman, Henry E., jr. Guide to bibliographies of theses, United States and Canada. Chicago, American library association, 1936. 48 p. (Northwestern university)

Presents an historical cumulation of lists and bibliographies of theses from the first appearance of such publications through June, 1935.

†675. Pennsylvania state college. Abstracts of studies in education at the Pennsylvania state college, Part 7, 1937. State College, 1937. 61 p. (Pennsylvania state college. Studies in education, no. 19)

The theses abstracted in this volume were included in the Bibliography of research studies in education, 1935-36.

†676. Pittsburgh. University. Abstracts of theses, researches in progress and bibliography of publications, vol. 13, 1937. Pittsburgh, 1937. 521 p. (University of Pittsburgh bulletin, vol. 34, no. 1)

†677. Southern Methodist university. Abstracts of theses: Masters' degrees in the Graduate school. Dallas, 1937. 46 p.

†678. 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, 1936-37. Stanford University, Calif., 1937. 233 p. (Stanford university bulletin, vol. 12. Sixth series, no. 54)

†679. Sweet Briar college. Research studies and reports. Sweet Briar, Va. 1937. 35 p. (Bulletin, vol. 20, no. 2)

Contents: (1) Household employment, Lynchburg study, by Gladys Boone, p. 3-12; (2) Some materials for a study of interracial relations, by Belle B. Beard and Mary J. Lambeth, p. 13-20; (3) A study of the content of courses in sociology in the secondary schools of 11 southern states, by Belle B. Beard, p. 21-30; (4) The training of social workers in Virginia, p. 31-35.

†680. Tashjian, Nouvart, comp. List of doctors and masters theses in education, New York university, 1890-June 1936. New York, Rho chapter, Phi Delta Kappa, New York university, 1937. 117 p.

†681. U. S. Library of Congress. A list of American doctoral dissertations printed in 1935. Washington, Government printing office, 1937. 407 p.

†682. Virginia. University. Some current studies of the Department of education. Charlottesville, University of Virginia, 1937. 81 p. (University of Virginia record, vol. 21, no. 7. Secondary education in Virginia, no. 24)

Contents: (1) The Academy of sciences and fine arts of the United States of America, by John B. May, p. 3-10; (2) Functional organization in literature courses, by Richard A. Meade, p. 11-25; (3) Social and economic problems and the curriculum of the elementary school, by H. G. Acker, p. 26-34; (4) An annotated bibliography of supplementary materials for high school natural science, by F. J. Lankford, Jr., p. 35-44; (5) Historical fiction and biography in the social studies, by R. E. Swindler, p. 45-53; (6) Age as a factor in evaluating the outcomes of instruction, by A. M. Jarman, p. 54-58; (7) Services rendered by the Heck memorial library, by Frances B. Springall, p. 59-60; (8) Activities of the faculty of the Department of education for the session 1936-37, p. 61-65; (9) Abstracts of theses and dissertations for the session 1936-37, p. 69-81.

†683. 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, 1935-June, 1936. Madison, 1937. 350 p. (Volume 1)

Several of the educational dissertations included in this volume were listed in the Bibliography of research studies in education, 1935-36, the others are included in the current issue of the bibliography.

## CURRICULUM STUDIES

684. Bechtel, Edward W. Evaluation of the International Falls public school program of studies through alumni reactions and study of alumni needs. Master's, 1937. Minnesota.

685. Bickley, John Thomas. Installation of the new Texas curriculum in the Iraan public schools. Master's, 1937. Texas.

686. Carl, Ralph. Standardization of high school curricula in Pottawatomie county, Iowa. Master's, 1937. Creighton.

†687. Caswell, Hollis L. and Campbell, Doak S. Readings in curriculum development. New York, American book company, 1937. 753 p. (George Peabody College)

Deals with a challenge of contemporary life to the school, the social responsibility of the school, significant influences on curriculum development, concepts of the curriculum, principles basic to curriculum development, aims of education, scope of the curriculum, pupil purposes, activities for realization of purposes, selection of subject matter, grade placement and time allotment, teaching procedures, evaluating the outcomes of instruction, organizing instruction, the unit basis for organizing instruction, the course of study, administrative considerations and administrative organization in curriculum development.

†688. Draper, Edgar Marion. Principles and techniques of curriculum making. New York, D. Appleton-Century company, 1937. 875 p. (University of Washington)

Deals with current problems in curriculum construction; relating curricula to life; determination of educational objectives from primary sources; determination of objectives from secondary sources; organizing objectives for course of study construction; learning activities and teaching materials; course of study units of work; units as centers of interest; units of work for individual learning; child-centered units of work; procedures for units of work; instructional aids in academic units; instructional aids in non-academic units; testing achievement in units of work; organizing and writing the course of study; and administration of course of study construction.

689. Elder, Fred Kingsley. Curriculum practices in 25 private high schools. Master's, 1937. Iowa.

690. Faycett, Lewis Q. An analysis of the curriculum problems in high school administration. Master's, 1937. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 13: 382)

Attempts to determine the objectives of principals in meeting recurring problems; the procedures they use in the treatment of cases; and the way they judge the success of their procedures. Finds that the high school principal has attempted to standardize his procedure as much as possible. Finds that the citizens of communities are informed concerning curriculum changes and are permitted to express their views concerning proposed modifications; that teachers were asked to give their judgments on proposed changes in the curriculum; that pupils are placed in the curricula where they are most likely to succeed; that emphasis upon subject matter is determined chiefly by tests or by state courses of study; and that considerable variation was found in library facilities necessary for the advancement of the curriculum.

691. Frasier, Helen. Attitudes of Arkansas teachers toward controversial issues in education. Master's, 1937. Arkansas. 94 p. ms.

Analyzes replies of 690 teachers in 41 school systems to 38 pairs of statements on controversial issues in education. Finds that teachers favor the beliefs underlying the revision of the curriculum; those in service longest and those who had recently studied courses in education or in the social sciences tended to be in closest agreement with the newer philosophy and practice of education; grade level at which the teachers worked did not seem to influence their responses to the instrument.

692. Germane, Charles E. Missouri at work on the public school curriculum: guidance and counseling for elementary grades, 1937. Jefferson City, Mo., Midland printing co., 1937. 163 p. (University of Missouri)

693. Halloran, Mary. A yearly program integrating the work of fourth-grade children. Master's, 1937. Peabody. 86 p. ms.

†694. Harris, Pickens E. The curriculum and cultural change. New York, D. Appleton-Century company, 1937. 502 p. (University of Pittsburgh.)

Shows the need of providing opportunity for children to exercise choice of action in terms of life values, opportunity for self-direction in a social setting which deliberately avoids protecting children from any type of question or experience which normally cuts across their path of active participation, and opportunity for the assumption of responsibility for the conclusions and results of their endeavors as well as for the mistakes which they make in reaching them.

\*695. Henderson, Helen Ruth. A curriculum study in a mountain district. Doctor's, 1937. T. C. Col. Univ. New York, Teachers college, Columbia university, 1937. 189 p. (Contributions to education, no. 732)

Attempts to determine the needs and experiences of the children in Hurricane magisterial district of Buchanan county, Va. which should be considered in the adaptation of the curriculum of the schools serving them; and to determine the way a teacher in the classroom can adjust the instructional program to meet such needs and experiences. Develops a technique for using the needs and experiences of pupils in the curriculum.

696. Hollon, William Eugene. Adopting a new curriculum in a small elementary school. Master's, 1937. Texas.

697. Holzman, John Henry. A study of the curricula in the high schools of Wisconsin. Master's, 1937. Wisconsin.

†698. Hopkins, L. Thomas, and others. Integration: its meaning and application. New York, D. Appleton-Century company, 1937. 315 p. (Teachers college, Columbia university)

Contents: (1) Viewpoint, by L. Thomas Hopkins, p. 1-20; (2) Integration as an educational concept, by E. C. Lindeman, p. 21-35; (3) Problem of integration, by Raymond H. Wheeler, p. 36-49; (4) Philosophic aspects of integration, by Pickens E. Harris, p. 50-76; (5) Biological basis of integration, by J. William Buchanan, p. 77-105; (6) Psychological evidence for integration, by Goodwin Watson, p. 106-25; (7) Psychiatrist views integration, by I. M. MacKinnon, p. 126-47; (8) Arts and integration, by Sibyl Browne, p. 148-76; (9) Conditions influencing integrative behavior, by L. Thomas Hopkins, p. 177-96; (10) Correlated curriculum, by L. Thomas Hopkins, p. 197-209; (11) Broad fields curriculum, by L. Thomas Hopkins and Irwin A. Hammer, p. 210-33; (12) Core curriculum, by L. Thomas Hopkins, p. 234-52; (13) Experience curriculum, by L. Thomas Hopkins and Irwin A. Hammer, p. 276-302.

699. Hunt, Rolfe L. A study of factors influencing the public school curriculum of Kentucky. Doctor's, 1937. Peabody.

\*700. Johnson, J. Rudolph. Curricular trends in 100 high schools of central and western Kansas, 1927-1936. Master's, 1937. Kansas. 108 p. ms.

Attempts to determine what subjects have been added or eliminated from the high-school program of studies; in what subjects enrollments have increased or decreased; the changes that have taken place in the status of the high schools as to the average number of units available in the subject matter fields; and the trends in the offerings of the high-school subjects as indicated by additions or eliminations of certain subjects, and by increments or losses in certain subject enrollments.

†701. Kilpatrick, William Heard. Remaking the curriculum. New York, Newson and company, 1936. 128 p. (Teachers college, Columbia university)

Discusses new developments and new demands, recent psychological developments, the social situation and the curriculum, the curriculum as a process of living, safeguarding curriculum results, systematic learning on the new basis, presents a suggested new secondary curriculum, and discusses objectives for curriculum and method.

702. Kucirek, Mary A. Integration and the curriculum. Doctor's, 1937. Wisconsin.

\*703. Miles, George Lionel. Trends in curricula elections and subject offerings in New Jersey high schools, 1929-1933. Master's, 1936. St. T. C., Upper Montclair. 121 p. ms.

Attempts to determine changes in student curricula elections and the reasons for the changes; to ascertain the subject matter changes in the various curricula and the reasons for the changes; to determine what courses characterize college preparatory, technical preparatory and commercial curricula; and to indicate what is being done to meet the needs of the low IQ groups in some of the schools studied.

\*704. Milligan, Nancy Gertrude. Relationship of the professed philosophy to the suggested educational experiences: a study in current elementary school curriculum making. Doctor's, 1937. T. C., Col. Univ. New York, Teachers college, Columbia university, 1937. 197 p. (Contributions to education, no. 729)

Examines all printed curricula for public elementary schools in cities of 100,000 and over, published for the period January, 1930 to June, 1935. Develops a scale for the evaluation of elementary curricula.

705. **Mulkey, Oliver Clark, jr.** Influence of variation of abilities upon placement of subject matter. Master's, 1937. Peabody. 81 p. ms.

Finds that any instruction group may have in it individuals who differ widely in mental and chronological ages, as well as in school achievements; that individual pupils vary greatly in different abilities; and that courses of study should provide widely varied subject matter and materials at each grade level, and should provide for flexibility by permitting the individual teacher to adjust subject matter to pupil needs, interests, and abilities.

706. **Nourse, Walter Lorenzo.** Socializing the junior high school program. Master's, 1937. California, L. A.

\*707. **Oberholtzer, Edison Ellsworth.** An integrated curriculum in practice: a study of the development, installation, and appraisal of a certain type of integrated curriculum in the educational program of the public elementary schools of Houston, Texas. Doctor's, 1934. T. C. Col. Univ. New York, Teachers college, Columbia university, 1937. 218 p. (Contributions to education, no. 694)

708. **Ogg, James B.** Curriculum integration. Master's, 1937. Washington Univ. 82 p. ms.

709. **Pfiffner, Elizabeth C.** Core curriculum. Doctor's, 1937. Wisconsin.

\*710. **Phillips, Evelyn Butler.** An analysis of the curricula of the small high schools of Maine. Master's, 1932. Maine, Orono, University of Maine, 1932. 89 p. (Maine bulletin, vol. 34, no. 11. University of Maine studies, second series no. 23)

711. **Beardon, Mary Johanna.** The use of assimilative materials in junior high school programs of integration. Master's, 1937. California, L. A.

712. **Blordan, Francis Edward.** Effects of the depression of 1929-1933 on secondary school curricula. Master's, 1937. Boston Coll. 45 p. ms.

713. **Bow, M. Esther.** Curriculum survey of certain Wisconsin high schools. Doctor's, 1937. Wisconsin.

714. **Ryan, William D.** The construction of a classical curriculum. Master's, 1937. Creighton.

715. **Slaughter, Catherine Forbes.** Bibliography for six tenth grade units of the Arkansas course of study. Master's, 1937. Peabody. 145 p. ms.

Presents an annotated bibliography of 212 books selected from the fields of social science, English, and science to be used in the study of six units suggested in the Arkansas course of study for the tenth grade.

†716. **Spears, Harold.** Experiences in building a curriculum. New York, Macmillan company, 1937. 196 p. (Teachers college, Columbia university)

Presents a treatment of the high-school curriculum program of Evansville, Indiana, with special attention to classroom methods. Discusses setting up the curriculum machinery; introducing English, commercial, and social studies courses of study; making a job-opportunity survey of the community; determining the public attitude toward school offerings; approaching home economics revision; meeting common issues in science revision; following up the courses in the classroom; supplementing and feeding curriculum construction; and informing the public of course of study changes.

717. **Spelman, Walter Bishop.** Objective bases for revising the curriculum, extracurriculum, and guidance programs of Morton junior college. Master's, 1937. Chicago. 475 p. ms.

718. **Tarter, Quincy L.** Comparison of the curriculums of six-year high schools with other types of high schools. Master's, 1937. Wyoming. 71 p. ms.

719. Terrell, B. E. Determining the curriculum offerings for the Sycamore community high school. Master's, 1937. Purdue. 107 p. ms.

Studies school records, high school enrollment, occupational survey, survey of 716 graduates, interests of 240 pupils in school, college entrance requirements, accrediting standards, and past and present curriculum offerings. Indicates that the school might better serve the pupil population if it organized multiple curriculums with the addition of more courses in commercial work, home economics, vocational agriculture, and industrial arts.

720. Ullrich, Felix Helmuth. The importance and functions of educational aims and objectives in public-school curriculum construction, as revealed by recent curriculum literature. Doctor's, 1937. Texas.

721. Willey, Lyle B. An analysis of the curriculum needs of the Bluffton high school. Master's, 1937. Purdue. 202 p. ms.

Surveys enrollment records, occupations in the school patronage area to determine possible placement opportunities for persons trained in the school, former and present curriculums, college entrance requirements, and standardization policies. Recommends that the curriculums be made more flexible, and that vocational information and guidance should permeate the whole situation.

722. Williams, C. F. The curricular and extracurricular offerings of small high schools of Northeastern Colorado. Master's, 1937. Colo. St. Coll. of Ed.

#### READING

723. Alford, Gene. Modern trends in teaching beginners to read. Master's, 1937. South. Methodist. 98 p. ms.

724. Ashton, Philip F. The measurement and improvement of reading skill at the college freshman level. Doctor's, 1937. Washington. 104 p. ms.

725. Bates, Edith, M. The evaluation of a remedial program designed to improve reading skills in the unified program in a junior high school. Master's, 1937. Southern California.

\*726. Beal, Alice Burton. An evaluation of techniques for determining the difficulty of primary grade reading. Master's, 1937. Boston Univ. 113 p. ms.

Derives a criterion against which methods of determining the difficulty of primary grade reading materials may be evaluated, and evaluates some grade placement techniques already formulated. Tries out the materials for difficulties encountered in oral reading on 20 second-grade children and for difficulties encountered in silent reading on 40 third grade children.

727. Bills, Myrtle S. The Latin root-words functioning in the 10,000 most frequently used English words. Master's, 1937. Oklahoma. 103 p. ms.

728. Birkhead, Nina Hood. Adjustment program of fourth, fifth, and sixth grade reading and arithmetic. Master's, 1937. Oklahoma. 53 p. ms.

\*729. Brenner, Beatrice M. Significant factors that indicate reading readiness. Master's, 1937. Syracuse. 105 p. ms.

Attempts to determine significant factors that indicate reading readiness of kindergarten children as shown by a study of kindergarten children in a school including Italian, German, Polish and American pupils. Prepares a pupil rating scale of 29 factors selected from the kindergarten program, and rates each child on this scale and on individual reading readiness tests, and tests each child for eye and hand dominance. Finds that chronological age can not be used as a criterion of reading readiness; that mental age is a criterion for reading readiness; that visual defects and language handicaps interfere with reliable results on an intelligence test; that IQ is a measure on which to base reading readiness; that the pupil rating scale yielded a high measure of reading readiness; that physical defects were a handicap to reading readiness.

730. Brooks, Hilda C. The ability to comprehend newspaper articles measured in terms of ability to read. Master's, 1937. Colo. St. Coll. of Ed.

731. Burrell, Marjorie Frances. The relative merits of two procedures in promoting reading readiness. Master's, 1937. Chicago. 68 p. ms.

732. Buswell, Guy Thomas. How adults read. Chicago, University of Chicago press, 1937. 158 p. (Supplementary educational monographs, no. 45)

Analyzes the reading process of 1,000 adults with varying amounts of education to identify factors which are basic to the reading process and which serve to differentiate poor readers from good readers. Carries on experiments with groups of adults to discover how much these basic factors may be improved in a relatively brief period of time. Studies the amount and kind of reading done, and the kind of material read; gives an index of reading ability based on scores in a specially constructed reading test and shows the relation of these scores to various other factors; studies eye movements, oral reading of adults, the relation between visual ability and reading; compares the reading of white and Negro subjects; studies vocalization in silent reading, and remedial work. Emphasizes the fact that one of the greatest handicaps faced by a program of adult education is low reading ability, and that improvement of basic reading habits is possible at the adult level. Finds that many adults who have gone through high school and college, still read with a process characterized by marked immaturities in such basic factors as span of recognition, speed of perception, suppression of vocalization, and ability to react intelligently to unfamiliar words.

733. Chase, Esther Mary. A study of the reading difficulties of a group of high school seniors. Master's, 1937. Florida.

734. Chiang, Tsai Hwa. Relation of reading and study of college students to certain mental and educational achievements. Doctor's, 1937. Michigan.

735. Chrisler, Verna. Reading in first grades of curriculum laboratory. Master's, 1937. Peabody. 76 p. ms.

Analyzes reports from 57 first grade teachers in the curriculum laboratory schools of Arkansas. Reveals that first grade reading functions to a limited extent as an integral part of an activity program.

736. Ciriltoglu, Husnu Huseyin. A method of determining the reading vocabulary for the primary grades. Master's, 1937. Iowa.

737. Cleveland, Jessie A. A kindergarten program for the development of reading readiness.—Master's, 1937. Colo. St. Coll. of Ed.

738. Collette, Mabel Edna. Relation of pre-school literary experience to first grade reading readiness. Master's, 1937. Peabody. 36 p. ms.

Indicates that pre-school literary experience has a marked effect on children's readiness for reading; and that language and literary efficiency affect reading readiness to a high degree.

739. Conover, LaVerne. A study of the relative effectiveness of two methods of presenting vocabulary in the teaching of reading in the second and third grades. Master's, 1937. Ind. St. T. C. (Abstract in: Teachers college Journal, 8: 92-93, July 1937)

Attempts to determine whether the method of presenting vocabulary in the initial stages of the reading lesson or the method of presenting the vocabulary during the reading lesson as needed by the children was the more effective method in the teaching of reading to second- and third-grade children. Finds that the contextual presentation method was the more effective in developing ability in comprehension; that the initial presentation method led to a greater knowledge of word meaning; and that in the growth of oral reading ability both methods seemed equally effective.

740. Crawford, Hortense. A study in reading readiness. Master's, 1937. Iowa.

741. Deal, Frances. Relation of 15 factors to reading readiness. Master's, 1937. Peabody. 41 p. ms.

Studies the intelligence, education of their parents, the reading material in the home, the number of children in the family, the possession of a car and of a radio, and sex of 26 pupils beginning the first grade in Blount county, Tenn. Finds that all of these factors are important in the reading readiness of first grade pupils.

742. DeAtley, Glenn O. An evaluation of three methods of teaching reading in the sixth grade. Master's, 1937. Washington Univ. 48 p. ms.

743. Dial, Marion William. Remedial instruction in reading for the second and third grades of Lincoln school, Joplin, Missouri. Master's, 1937. Kans. St. T. C., Pittsburg. 60 p. ms.

Surveys the intelligence and achievement of the children in the various school subjects; studies the improvement of the children in the second and third grades after remedial teaching in reading; and attempts to improve the teachers in service.

\*744. Drennan, Davy Deolece. The progress in reading of fourth grade Spanish-speaking and English-speaking pupils. Master's, 1937. Texas.

\*745. Earnest, Mildred. The influence of a remedial reading program on the reading achievements and social attitudes of children. Master's, 1937. George Washington. 45 p. ms.

Evaluates a remedial reading program in terms of changes in reading achievement and changes in attitudes toward school attendance, reading, school work in general, the learning situation in general, classmates, and teacher, as rated before and after remedial work. Uses 114 children with acute reading difficulties in grades 2, 3, 4, 5 and 6 in a Washington public school as an experimental group, and 125 children in the same school, not reading problem cases, as a control group.

746. Estes, Emma E. A study in remedial reading in the secondary school. Master's, 1937. Colo. St. Coll. of Ed.

747. Farley, Rebecca Diss. An investigation to determine the relative value of incidental and systematic instruction in seventh grade reading. Master's, 1937. Southern California.

748. Farnham, Moulton Humphreys. The relation between judgment of legibility and speed of reading. Master's, 1936. Columbia.

749. Gordon, Elinor C. An analysis of the oral reading ability of elementary school children. Master's, 1937. Michigan.

750. Grabau, Mollie Agnes Rippetoe. The relative effectiveness of two types of drill in first grade reading. Master's, 1937. Southern California.

751. Green, Lola Mabel. Methods and materials for teaching reading to adult illiterates. Master's, 1937. Oklahoma. 92 p. ms.

Finds a nation-wide interest in adult elementary education; that adults can learn and many are eager to learn. The methods used in teaching reading to children cannot be applied, successfully, to teaching adults. With a few exceptions, the methods recognized as best are being used in teaching reading to illiterates. Material for adult elementary reading should be written for adults and not for children, and should be what they need for their immediate use. Much elementary material is being written for adult use. The teacher is one of the most important factors in teaching adults to read.

752. Harris, Albert E. Improvement of reading materials in the secondary school. Doctor's, 1937. Wisconsin.

753. Heady, Eber K. A study of the relations between school grades and reading ability of 100 seniors who have attended Blackwell and Tonkawa high schools for six consecutive years. Master's, 1937. Okla. A. & M. Coll.

Shows the relationship between reading ability and achievements in history, English, science and mathematics. Finds comprehension to have a high positive relationship

with intelligence and the subject fields studied; intelligence to have a high relation to comprehension and a lower but positive significant correlation with the subject field studied; and rate of reading to have a low but positive correlation with the other factors studied.

754. Heard, Emma Graham. The effect upon speed and comprehension in reading of three typographical forms—print, manuscript, and cursive writing. Doctor's, 1937. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 13:199-203)

Describes an experiment conducted with 1,010 children in grades one through five in the Erie, Pennsylvania, public schools, and the Edinboro state teachers college training school at Erie, to whom were given three equated forms of a test. Finds that in grades one to three, print was read more easily and comprehended more accurately than manuscript writing; that in the intermediate grades, manuscript writing and print seemed to be equally well understood; that print was superior to cursive writing in all grades; and that manuscript writing was superior to cursive writing in both comprehension and rate in all grades. Indicates that manuscript rather than cursive writing should be used by the teacher in reading instruction in the primary grades; that when a child begins handwriting, he should be taught manuscript rather than cursive writing.

\*755. Holper, Alois H. An experiment in the improvement of reading for study. Master's, 1937. North Dakota. 138 p. ms.

Attempts to determine the improvement made by ninth-grade pupils in reading ability by studying 226 ninth grade students in a high school. Sets up a curriculum for improving reading rate and study habits of these students. Finds that rate of reading is an important factor in the development of reading comprehension; that for slow pupils, remedial work in reading must be added to improvement of study habits; and that reading ability should increase from year to year.

756. Hook, Sister Mary Regien. Kindergarten experiences which contribute to reading readiness. Master's, 1937. Peabody. 117 p. ms.

757. Jenkins, Alice Elizabeth. A study of the relation between reading rate and amount of retention. Master's, 1936. Columbia.

758. Jones, Emily F. Interests first grade children manifest in reading. Master's, 1937. Peabody. 59 p. ms.

759. Keating, Florence Alice. A comparative study of the value of two methods in improving reading achievement. Master's, 1937. Chicago. 103 p. ms.

760. Kelly, Oma B. A comparison of reading abilities of first grade children from English speaking homes with those of children from non-English speaking homes in East Chicago. Master's, 1936. Ind. St. T. C. 25 p. ms. (Abstract in: Teachers college journal, 8: 70, July 1937)

Attempts to determine whether children coming from homes where a foreign language is spoken have as high reading achievement at the end of the first grade as those children coming from homes where the English language is spoken. Compares 100 white American children and 100 Negro children with 97 Polish and 99 Mexican children, on the scores made on types 1, 2, and 3 of the Gates primary reading test given to the children at the end of their first year in school. Finds that the white American children are superior to all of the groups, and the Negro children are the poorest in reading ability of all groups; that the Mexican children are slightly better than the Polish children in reading ability; but that the reading abilities of English speaking and non-English speaking children do not differ to any noticeable degree when the two groups are equated for intelligence.

761. Knotts, Mary L. An experience in attempting to improve the reading ability of a slow learning group. Master's, 1937. Ohio Univ. 170 p. ms.

762. Kuntz, Elizabeth. A study of the influence of reading disability on the IQ as determined by means of certain tests. Master's, 1937. Iowa.

763. Leum, Clara Louise. Present day teaching of primary reading. Doctor's, 1937. North Dakota.

764. Levin, Bernice Jean. An experiment in remedial reading at the college level. Master's, 1937. Chicago. 70 p. ms.

765. McAfee, Gladys. A group experiment in developing comprehension in oral and silent reading in the sixth grade. Master's, 1937. Colo. St. Coll. of Ed.

766. McClelland, Alice. A comparison of extensive and intensive methods of teaching second grade reading. Master's, 1937. Kansas.

767. McDaniel, Gertrude Dorothy. The use of visual aids in teaching the Mexican beginner to read. Master's, 1937. Texas.

768. McQueeney, *Mother Mary*. A comparison of children of high and low IQ's in their reactions to remedial instruction in reading. Master's, 1937. Loyola. 262 p. ms.

Attempts to diagnose the reading disability of 25 children of the elementary school; to then devise remedial treatment; and to measure the improvement, if any, after the remedial treatment. Finds that the incidence of reading disability appeared more frequently among boys than among girls; the greatest improvement was made by children in the third and fifth grades; in every case, there were several impeding factors contributing to the disability.

769. Mitchell, Esther. A study of the relation of reading skill of 120 university freshmen to factors affecting high school rating. Master's, 1937. Kansas.

770. Montgomery, Effie. The relation between ability to locate information and comprehension in reading. Master's, 1937. Colo. St. Coll. of Ed.

771. Munn, Seth William. A study of the relation of motor capacities associated with the silent reading process to silent reading ability. Master's, 1937. Texas.

772. Niday, Everett Frederick. Improvement of reading ability in an orientation laboratory. Master's, 1937. Southern California.

773. O'Brien, Mary Rose. A comparison of the reading ability of Spanish-speaking with non-Spanish-speaking pupils in Grade 6A of the Denver public schools. Master's, 1937. Denver. 58 p. ms.

Compares 100 Spanish-speaking and 100 non-Spanish-speaking pupils on their achievement in reading determined by standardized reading tests administered toward the end of the school year 1935-36, and considers their chronological and mental ages, number of semesters enrolled in Denver public schools, and the number of times the pupils changed schools. Finds that the Spanish-speaking pupils attain an average reading score of beginning sixth grade, which is one grade less than the average of the non-Spanish-speaking pupils; that the Spanish-speaking group have an average chronological age 10 months greater, and a mental age one year less than the non-Spanish-speaking group; that both groups were enrolled in Denver public schools on an average of 10 semesters; and that there was no difference in the number of times pupils changed schools.

774. Ogle, A. F. Concepts of primary reading. Doctor's, 1937. Colo. St. Coll. of Ed.

775. Petersen, Olga. Teaching vocabulary as a separate subject in high school. Master's, 1937. North Dakota.

776. Pierce, Ruth Caldwell. Diagnostic and corrective techniques in reading. Master's, 1937. Peabody. 111 p. ms.

777. Pogue, Nell Jones. Factors outside of school influencing children's reading ability. Master's, 1937. Peabody. 75 p. ms.

Studies 26 children in the fourth grade of the Peabody demonstration school. Finds that the reading difficulties of nine children were caused by physical defects, over-solicitous parents, slow mental development, environmental conditions in the home, lack of mental effort, and poor attendance.

778. Robinson, Roy E. A study of the growth in reading of 29 children. Master's, 1937. Michigan.

779. Rochefort, Golda Mullins. An analytical study of measures to improve reading in the sixth and seventh grades of the Stephen F. Austin State teachers college demonstration school, Nacogdoches, Texas. Master's, 1937. Texas.

780. Rogers, Maurine V. Phonic ability and its relationship to certain aspects of reading at the college level. Doctor's, 1937. Iowa. (Abstract in: University of Iowa. Series on aims and progress of research, no. 52)

Describes an experiment conducted with an experimental and a control group, each of which consisted of 36 matched poor readers, to whom were given tests of reading, vocabulary, spelling, phonic ability, pronunciation, and oral reading. Indicates that mispronounced words accompanied inaccurate comprehension 78 percent of the time; and that a phonic ability test may be valuable to include in a comprehensive battery of diagnostic reading tests.

\*781. Rowe, J. Wyant. A survey of the value and relative importance of a remedial silent reading program in the South Greensburg, Pennsylvania, junior high school. Master's, 1937. Penn. State. 46 p. ms.

Describes an experiment in which all of the students in the South Greensburg junior high school, from the sixth to the tenth grades were measured by the Thorndike-McCall standardized test in reading comprehension, form A. Divides each grade into an experimental and a control group; and administers brief instructional tests in silent reading comprehension to the experimental group three times a week, while the control group has no special reading tests administered. At the end of the semester, administers a different form of the Thorndike-McCall reading and Metropolitan achievement tests to both groups, and computes the difference between the initial scores and end scores to determine the effect of the tests. Finds that the administration of only 15 minutes a week of reading tests as a sole means of improving reading is of slight value; that the 15 minute tests benefit the students of the high school grades more than those of the elementary grades, especially in the tenth grade; that the administration of reading tests does not prevent a definite loss in silent reading ability among eighth-grade pupils; and that those pupils whose silent reading ability was improved slightly, improved in total school achievement, especially in the eighth grade.

782. Sabish, Frank A. Remedial reading in low IQ groups of junior high school. Doctor's, 1937. Wisconsin.

783. Sarby, Cecil Boneta. An evaluation of research findings on errors in oral reading with implication for the teaching of speech. Master's, 1937. Iowa.

784. Savage, Ethel. Integrated first-grade reading material. Master's, 1937. Colo. St. Coll. of Ed.

785. Sisson, Earl D. The role of habit in the eye-movements of reading. Doctor's, 1937. Minnesota.

786. Sloan, Elizabeth Kocher. Diagnosis of a second-grade reading group with suggested remedial measures for existing retardation. Master's, 1937. Southern California.

787. Smith, Margaret Crozer. Vocabulary difficulty of informal reading material used in first and second grades of University elementary school. Master's, 1937. Michigan.

788. Stromberg, Eleroy L. Visual characteristics of good and poor readers among college students. Doctor's, 1937. Minnesota.

\*789. Sweeting, Stella Monks. The individual versus the class method of teaching reading. Doctor's, 1937. New York. 64 p. ms.

Describes two studies comparing individual and class methods of teaching reading. The first study deals with a small, carefully controlled group of selected pupils from two grades, taught by two specially selected teachers, carefully trained and skilled in the work they were to carry on. The second study deals with a larger number of cases from a wider range of grades with the regularly assigned grade teachers and the regularly assigned grade pupils. Finds that pupils made progress under both methods of instruction, that no measurably significant differences were found in the results obtained from the investigations.

790. Terry, Mary Norris. A program for first grade reading based on readiness to read. Master's, 1937. Alabama. 119 p. ms.

791. Thies, Hubert H. Investigations in remedial reading. Doctor's, 1937. Wisconsin.

792. Thompson, Harry Alonzo. The status of remedial and corrective reading in the state of Montana. Master's, 1937. Washington. 95 p. ms.

793. Timberlake, Elizabeth B. An analysis of reading ability in relation to achievement in the upper five grades of elementary school. Master's, 1937. Purdue. 26 p. ms.

Finds reading ability related, on the whole, most to total achievement, then to English, social studies, and arithmetic subjects; and that the ability to comprehend word meaning and paragraph meaning were important factors in scholastic achievement in the upper five grades of the elementary school.

794. Webster, Anne Elizabeth. A study of remedial reading. Master's, 1936. Fisk. 65 p. ms.

795. Wild, Hattie. The relationship of pitch discrimination to reading ability. Master's, 1937. Washington Univ. 55 p. ms.

796. Wong, Kee Fun. The relationship of vocabulary to reading efficiency in the junior high school. Master's, 1937. Southern California.

797. Woodward, Dorothy M. Method in reading. Master's, 1937. Wisconsin.

798. Worthington, Harold L. An evaluation of individualized reading in rural schools. Master's, 1937. Nebraska. 69 p. ms.

799. Wynstra, Walter Scott. An experimental study of the improvement of silent reading for college students. Master's, 1936. Washington. 56 p. ms.

Finds that the rate of reading of college students can be improved without loss in comprehension; that the individual-conference method, with specific training on difficulties found, is superior to the class method; that those students with an average intelligence of college students, but who are below the reading average of college students, improve the most in reading ability; that reading words instead of phrases and sentences, inability to get the essential meaning from a paragraph, poor attention span, and vocalization, seemed to be the most prevalent difficulties.

800. Yates, B. S. The relations between reading recognition vocabulary and hearing recognition vocabulary and their respective correlations with intelligence. Master's, 1937. Washington Univ. 90 p. ms.

#### HANDWRITING

801. Eady, William Vernon. A comparative study of learning in manuscript and cursive writing. Master's, 1937. East Texas St. T. C. 61 p. ms.

Indicates that manuscript writing is suitable for adults, for the majority of the subjects in the study obtained better speed and quality in manuscript writing than in cursive writing; and that it is possible, for adults with poor muscular activity to be more efficient in manuscript than in cursive writing.

802. Hess, Lyel May. History of handwriting. Master's, 1937. Butler. 81 p. ms.

Studies the history of the subject and courses of study and writing materials used in schools today. Finds that styles of writing have changed frequently; and that formerly writing stressed perfection of performance, now it stresses legibility.

803. Hill, Selma B. Comparison of cursive and manuscript writing as it affects language problems in the primary grades. Master's, 1937. Iowa.

804. **Kimmons, Lella Kate.** A comparative evaluation of two methods of remedial work in handwriting. Master's, 1937. Mississippi. 52 p. ms.

805. **Lewis, Jeannette.** An experiment in methods of teaching in the field of lettering. Master's, 1936. T. C., Col. Univ. 45 p. ms.

\*806. **Varty, Jonathan W.** Manuscript writing and spelling achievement with special reference to the second and third grades. Doctor's, 1937. T. C., Col. Univ. New York, Teachers college, Columbia university, 1938. 63 p. (Contributions to education, no. 749)

Compares the spelling achievement and style of writing used by children in the second and third grades of six New York City schools. Finds little difference in spelling achievement between children taught either manuscript or cursive writing.

#### SPELLING

807. **Becker, Frances Ellen.** Fifteen hundred most important words for a child to be able to spell at the end of grade four. Master's, 1937. Iowa.

\*808. **Cassano, Joseph.** A spelling experiment to determine the effect the spelling load has on the ability of pupils to master spelling. Master's, 1937. Boston Univ. 203 p. ms.

Notes the amount of increase in perfect spellings resulting from limiting the spelling load to 2,000 words, using the second, third, fourth, fifth, and sixth grades in Walpole, Watertown, and Wakefield, Mass., public schools in the experiment.

809. **Coulter, Mary H.** Historical sketch of spelling trends in the elementary school as indicated by a critical analysis of studies on the subject. Master's, 1937. Temple. 296 p. ms.

\*810. **Dupee, Clarence W.** A comparative experimental study of the pupil-self-study method and the modern systematic method of teaching spelling. Doctor's, 1937. New York. 253 p. ms.

Describes an experiment conducted with pupils in the third, fourth, fifth, and sixth grades in five different school systems in Pennsylvania, in which the progress of students taught by the pupil-self-study or pupil interest method was compared with that of students taught by the modern systematic or teacher directed method. Finds the pupil-self-study method preferable, and that it has great possibilities as a means of providing for individual differences and of varying and enriching the curriculum.

811. **Fahey, George L.** The vocabulary and spelling errors of fourth-grade pupils in the Madison schools. Doctor's, 1937. Wisconsin.

812. **Falk, Philip Hadley.** Repetition and the retention of the ability to spell. Doctor's, 1936. Wisconsin. (Abstract in: University of Wisconsin. Summaries of doctoral dissertations, 1: 248-50)

Describes an experiment conducted during the school year 1932-33 in the public schools of Lake Mills, Wisconsin, in an attempt to gather evidence on a more efficient method of maintaining ability to spell. Analyzes spelling results from 237 pupils in grades 2 to 8. Finds differences in the ability to spell between pupils with IQ's below 90, from 90 to 110, and above 110. Indicates that for all ability groups two reviews are as effective in producing retention of the ability to spell as are three or more reviews; that the difficulty of learning a word, as measured by correct and incorrect spellings during the presentation week, is a much more accurate indicator of final test results than is the number of reviews; that there is a point of diminishing returns for repetitions of spellings; that for all ability groups the results for grade 2 are inferior to those for other grades; and that there is a small loss in ability to spell during the summer vacation.

\*813. **Gates, Arthur I.** A list of spelling difficulties in 3,876 words showing the "hard spots," common misspellings, average spelling grade placement, and comprehension grade ratings of each word. New York, Teachers college, Columbia university, 1937. 166 p.

814. **Harder, Keith Cyril.** The relative efficiency of the "separate" and "together" methods of teaching homonyms. Doctor's, 1937. Iowa. (Abstract in: University of Iowa. Series on aims and progress of research, no. 52)

Attempts to determine which of two methods of arranging homonyms in spelling lessons would result in greater efficiency in learning to spell, and to discover the method by which each of the homonyms studied is spelled with greater accuracy. Finds that the "together" method resulted in greater immediate spelling accuracy, and the "separate" method resulted in greater accuracy in delayed recall in both the third and sixth grades.

815. **Howze, Thomas Melvin.** Spelling achievement as influenced by length of assignment and intelligence. Master's, 1937. Peabody. 41 p. ms.

Studies the spelling achievement of fourth, fifth and sixth-grade children in the Union county, Tenn., elementary schools. Shows that intelligence is a factor of spelling ability, and that girls learn to spell more readily than boys.

816. **Josserand, Pauline.** The comparative results of two methods of teaching derivation. Master's, 1937. Colo. St. Coll. of Ed.

817. **Martin, Irma Lucille.** Units of study in vocabulary building with foreign language roots and derivatives. Master's, 1937, Stanford.

818. **Millard, Cecil V.** An analysis of factors conditioning performance in spelling. Doctor's, 1937. Michigan.

819. **Mogck, Edwin T.** A study of retention in spelling. Master's, 1937. Iowa.

820. **Ogle, A. F.** Study of spelling difficulties. Doctor's, 1937. Colo. St. Coll. of Ed.

821. **Robinson, Donna Elizabeth.** A comparative study of the test-study and study-test methods of teaching spelling. Master's, 1937. Kentucky. 64 p. ms.

Compares two methods of teaching spelling, the test-study method and the study-test method, using eight sections of fourth-grade pupils in the experiment which extended over a period of 12 weeks. Compares spelling achievement under each method.

\*822. **Russell, David H.** Characteristics of good and poor spellers. Doctor's, 1937. T. C., Col. Univ. New York, Teachers college, Columbia university, 1937. 103 p. (Contributions to education, no. 727)

Attempts to clarify some of the relationships between the process of learning to spell, the kinds of responses made, and factors associated with incorrect responses. Finds that conditions associated with spelling disability may be divided as to constitutional, academic-achievement, and study method factors. Finds a need for individual diagnosis of spelling disabilities, a thorough physical examination for pupils on entering school, definite training in word study, developing techniques for the mastery of words.

823. **Slaven, Mrs. Dovie Ellen.** An investigation of the adequacy of the low fifth spelling course of study in the San Antonio public schools. Master's, 1937. Texas.

824. **Stacey, Karl.** Factors in spelling ability at the college level. Master's, 1937. Colorado. (Abstract in: University of Colorado studies, 25; 105-106)

Analyzes records of spelling ability, relative intelligence, and units of high school stenography and typewriting for 811 freshmen and sophomore students at the University of Colorado. Concludes that intelligence is a most important factor, but that sex is important in group averages, but is not basic to individual spelling ability.

825. **Sturdyvin, Evelyn Marie.** University of Colorado spelling scales. Master's, 1937. Colorado. (Abstract in: University of Colorado studies, 25; 106-107)

Constructs and standardizes a spelling scale for the use of high school seniors and college freshmen.

826. Truelove, Herman F. A comparative study of the effect by copying in longhand and typewriting. Master's, 1936. Ind. St. T. C. (Abstract in: Teachers college journal, 8: 68, July, 1937)

Attempts to determine whether students taking typewriting learn to spell any of the words in the exercises as they type; to compare the effect on spelling by copying in longhand and typewriting; and whether boys or girls rank higher on such spelling tests.

827. Valentine, Mary K. Spelling ability and spelling consciousness as affected by practice in writing correct and incorrect word forms. Master's, 1937. Cincinnati. 166 p. ms.

Reports a study with experimental and control groups comprising 347 tenth- and eleventh-grade pupils in commercial classes. Practice in writing alternately correct and incorrect forms of misspelled words increased the accuracy of spelling of these words and to some degree of words not practiced, and also resulted in increased spelling consciousness.

### ENGLISH LANGUAGE

#### GRAMMAR AND COMPOSITION

828. Anderson, Bertha Moore. The status of English in the approved junior high schools of Texas. Master's, 1937. Baylor. 115 p. ms.

829. Anderson, Kathryn Truitt. Means and values of diagnosis in composition. Master's, 1937. Ohio State. 75 p. ms.

830. Boardman, Anne C. A study of the proficiency of college freshmen and graduating high school seniors in certain elements of English composition. Doctor's, 1937. Minnesota.

831. Boettcher, Elton Henry. A ninth grade experimental study of the maintenance of basic English skills through the use of pupil self-help material. Master's, 1937. Iowa.

832. Bowman, Mrs. Gladys Snavely. Business English in business curricula. Master's, 1937. Texas.

833. Brandon, Leila Beatrice. English as presented in 30 general educational books about teaching. Master's, 1937. Peabody. 65 p. ms.  
Discusses five phases of English teaching in the secondary school.

834. Bunge, Adolph Frederick. A study of informal oral English in the school curriculum. Master's, 1937. Southern California.

835. Carsley, Celia. The social importance of certain comma usages. Master's, 1937. Iowa.

836. Carter, Ira F. An analysis of errors in English grammar made by high school graduates. Master's, 1936. Ind. St. T. C. 59 p. ms. (Abstract in: Teachers college journal, 8: 68-69, July 1937)

Checks 599 test papers covering 30 problems of punctuation and 30 problems of grammar to determine the number and kind of errors made on 599 written composition examinations, English training tests, forms A and B.

837. Chalifour, Jessie Breadheft. Effect of training in grading compositions. Master's, 1937. Butler. 55 p. ms.

Finds that practice in grading compositions of other children greatly improves the compositions of those children who do the grading.

838. Chase, Frank Mitchell. A comparison of the effectiveness of teaching junior high school English and social science as a fused course and as separate courses. Master's, 1937. Southern California.

839. Clanton, Dixie Bell. An analytical study of ninth grade grammar and composition workbooks. Master's, 1937. Peabody. 27 p. ms.

Analyzes the topical content of 12 workbooks used in the teaching of ninth grade grammar and composition, the plan of the books, and the relative distribution of the topics of study. Finds that the workbooks are divided into modifications of three general types: the general workbook, the specific workbook, and the combination workbook and textbook.

840. Clarke, Raymond W. The results of a specific supervisory drive in second and third grade language. Master's, 1937. Iowa.

841. Clifford, Timothy F. Methods and principles of teaching freshman English in the high school. Master's, 1937. Clark. 50 p. ms.

842. Collins, Golden. A comparison of naval and civilian pupils' English skills. Master's, 1937. Southern California.

843. Cunningham, Grace Marie. A study of the vocabularies of 600 high school students. Master's, 1937. Colorado. (Abstract in: University of Colorado studies, 25: 54-55)

Studies the vocabularies of high school students to determine the relation between vocabulary and such factors as sex, age, grade, IQ, teachers' marks, study of foreign language, languages spoken in the home, home entertainment, father's occupation, and type of community. Finds that vocabulary scores vary directly with general intelligence; pupils who rank high in scholarship rank high on the vocabulary test; there are no sex differences in the scores of boys and girls on vocabulary tests; pupils who have studied a foreign language show superiority in vocabulary over those who have not; there is slight relation between fathers' occupations and vocabulary of pupils; pupils from homes in which a foreign language is spoken make a lower vocabulary average than those who live in English-speaking homes.

844. Darst, Glenn Jr. Analysis of vocabulary of third grade pupils. Master's, 1937. Wisconsin.

845. Dell, Homer W. A study of the errors of Wood township grade and high school pupils in their use of the mechanics of written English expression. Master's, 1937. Penn. State. 37 p. ms.

Analyzes the errors found in standardized examinations, and the errors found in written work of the students in the grade and high schools. Finds that the students have failed to master the mechanics of written English expression, and that spelling has been neglected, especially outside of the regular spelling and English classes.

846. Dowd, Nelle Elizabeth. A course of English based on bookkeeping, typewriting and shorthand. Master's, 1937. Cincinnati. 274 p. ms.

Presents a detailed course of study developed to meet the needs of a commercial vocational high school.

847. Dryden, Grace. Presentation of language skills in nine state courses of study. Master's, 1937. Peabody. 61 p. ms.

Analyzes the presentation of language skills, grammar, punctuation, capitalization, dictionary work and spelling in the Arkansas, Kansas, Florida, Nevada, New York, North Carolina, North Dakota, Texas, and Utah courses of study in English published since 1934. The courses of study are for grades 7 to 12.

848. Dunn, Alice. The number of separate language errors attaching to an individual child. Master's, 1936. Boston Univ. 108 p. ms.

Describes an experiment conducted during the school year 1923-24 with 39 sixth grade children in the Wells school in Boston, to whom the three sections of Form 1 of the Wilson language error test were given in September, January and May as a means of determining the language errors of the individual children in the class. Studies the reduction of errors as shown in written composition work throughout the year. Shows that the task of reducing language errors requires intensive work on specific errors.

849. Eberhardt, Wilfred James. The teaching of functional grammar in the secondary schools. Doctor's, 1936. Ohio State. (Abstract in: Ohio state university. Abstracts of doctors' dissertations, no. 21: 101-108)

Defines functional grammar. Examines the basic purposes of secondary education as a whole. Determines the grammatical principles which are most frequently violated. Presents teaching materials designed for use in any grade of the secondary school, depending upon the discovered language needs of particular groups of pupils.

850. Elliott, Nanie Orlena. General language in the junior high school. Master's, 1936. South. Methodist. (Abstract in: Southern Methodist university. Abstracts of theses, 1937: 10)

Finds that too much emphasis is placed on try-out work; teachers are not trained in the field of exploratory language work; there is great need of a pupil workbook; and a course dealing with the general language courses in the junior high schools should be given in the colleges and universities.

851. Fischer, Helen Hillman. The use of the question in the content subjects. Master's, 1937. Iowa.

852. Fordham, Bela. A study of oral language objectives and content. Master's, 1937. Peabody. 170 p. ms.

Studies the relationship of content and objectives of oral language instruction as stated by authorities and courses of study; and the relationship of these to the content of language texts used in the intermediate grades of schools in the southern states. Finds that about 60 percent of the objectives are found both in authorities and in courses of study; that objectives mentioned by authorities imply learning through experience while those in courses of study stress drill exercises on correct procedure; that theme topics in language texts show a high correlation between various phases of language arts but a low correlation with other subjects; and that authorities believe in a more equitable distribution of effort or emphasis in teaching various subjects.

853. Foster, Ruth Irene. Linguistic and rhetorical aspects of adult compositions. Master's, 1937. Chicago. 57 p. ms.

854. Gaiser, Gerhard Walter. Improvement of prose composition techniques of juniors and seniors in high school. Master's, 1937. Ohio State. 155 p. ms.

Studies improvement in the use of prose composition techniques in the Granville, Ohio, high school.

855. Gavin, Helena. An experiment in measuring achievement in college composition in relation to the effects of a semester's course in writing practice. Master's, 1937. Chicago. 53 p. ms.

856. Gunderson, Fred H. The maintenance of fundamental English skills, through a self-help project, by eighth grade pupils of rural schools in McHenry county, Illinois. Master's, 1937. Iowa.

857. Gunn, Jessie M. The vocabulary of fourth grade children's themes. Master's, 1937. Colo. St. Coll. of Ed.

858. Hamlin, Mary. Integration of English composition with other subjects. Master's, 1937. Kansas.

859. Henry, Mattye Pearl. Predicting ability to succeed in college English. Master's, 1937. Sam Houston St. T. C. 74 p. ms.

Compares the merits of the Cross English test, the Cooperative English test, and the American council on education psychological examination for predicting marks in freshman and sophomore English. Finds the Cooperative English test superior to the Cross English test for predicting English marks in both the freshman and the sophomore years; the Cooperative English test is somewhat superior to the American council on education test for predicting freshman English marks, but only equally as good for sophomore English. The American council on education test and the Cooperative English test combined are not superior to either alone in predicting English marks.

800. Hoorneman, Alfred C. Variations in punctuation skills in compositions as used by certain fourth grade pupils. Master's, 1937. Iowa.

801. Howard, Emma. The place of composition in an integrated junior high school program. Master's, 1937. Peabody. 132 p. ms.

802. Hulsey, Mildred. A year of junior English in a Texas high school. Master's, 1937. Peabody. 358 p. ms.

Shows that letting students preside and conduct the lessons was very successful in developing the initiative and democratic spirit of the class, especially in the combined study of literature, composition and grammar.

803. Huntmer, Marcella. Some characteristics of English work in 25 secondary experimental schools. Master's, 1937. Ohio Univ. 132 p. ms.

804. Hunter, William H. A study of freshman English failures in Gallatin high school. Master's, 1937. Peabody.

Finds that failures were due to poor study habits, poor training, and low intelligence.

805. Jerde, Walter J. Mastery of basic language skills by one-room rural school teachers in two Iowa counties. Master's, 1937. Iowa.

806. Jones, Laura Short. Present day conceptions of grammar content for public schools. Master's, 1937. Peabody. 146 p. ms.

Finds, from a study of the most pertinent material for the years 1929-1937, that the trend is toward the teaching of functional grammar in the public schools.

807. Kemp, Kenneth F. Mastery of basic language and study skills by the one-room rural school teachers in an Iowa county. Master's, 1937. Iowa.

808. Kile, Dorothy. A detailed syllabus for second grade language. Master's, 1937. Iowa.

809. Kokhba, Mosheh. Interest-patterns in compositions of fifth grade pupils in American and Palestinian elementary schools. Doctor's, 1933. T. C. Col. Univ. Jerusalem, 1936. 56 p.

Compares the differences and likenesses in the writing interests of non-Jewish American, Jewish-American, and Jewish-Palestinian fifth grade children; and attempts to determine the extent to which chronological age, mental age, and IQ are associated with their writing preferences; to determine whether pupils of the fifth grade are consistent in their writing preferences; and to what extent their expressions of interest are reliable.

870. Lacy, Iva Mae. A study of individual differences in the English ability of high school seniors. Master's, 1937. Texas.

871. Laird, Caroline L. A study of freshman English as offered in the colleges and universities of the North central association. Doctor's, 1936. Oklahoma.

Finds that freshman English is a conventional composition-handbook-compilation course in most of the 175 institutions studied; that the aim is to teach the average student to express his ideas in decent sentences; that one-fourth of the institutions combine composition with reading, or integrate it with literature, and attempt to teach the student to think, to evolve a sane philosophy and to train leaders for a democracy.

872. Langemo, Amanda O. The correlation of high school English with other subjects of instruction. Master's, 1937. Wisconsin.

873. Langerak, Robert Willard. A project for improvement of English correctness in a certain high school. Master's, 1937. Iowa.

874. Locke, Mary Annie. A year's study of an Okolona, Mississippi, eighth grade class. Master's, 1937. Peabody. 280 p. ms.

Studies the work in English grammar and composition of an eighth grade class.

875. **McDaniel, Maribel.** Written language development in the third grade. Master's, 1936. Ball St. T. C. 96 p. ms.

Shows that children learn to organize as they mature and that their ability to organize helps improve all phases of form.

876. **Maguire, Louise Hamilton.** Course of study in English for junior high schools. Master's, 1937. Boston Coll. 191 p. ms.

877. **Mahn, Robert.** The effectiveness of instruction in freshman English at the University of Kentucky. Master's, 1937. Kentucky. 52 p. ms.

Studies 487 students who entered the University of Kentucky as freshmen from Kentucky secondary schools in September, 1930. Divides the students into four groups and measures achievement by the increase in total points earned in the second semester over the points earned in the first semester.

878. **Makeover, Howard Benton.** A study of progress and achievement in teaching basic language skills in Iowa schools in 1936-37. Master's, 1937. Iowa.

879. **Malmsberry, Doris.** Enrichment of the English program for the so-called business English classes. Master's, 1937. Ohio State. 99 p. ms.

Finds that most courses, as given in business English, are very narrow in scope, and should be greatly enriched.

880. **Mayes, Lillian Garner.** Analyses of courses of study in English for second grade. Master's, 1937. Oklahoma. 34 p. ms.

881. **Mayfield, Martha Elizabeth.** The teacher's part in providing opportunities for expression. Master's, 1937. Peabody. 142 p. ms.

Describes an experiment conducted in a second grade.

882. **Milhoan, Alma G.** Case studies of failures in junior high school English. Master's, 1937. Ohio Univ. 133 p. ms.

883. **Moechel, Renee Marie.** Redirection of a course in English composition as an aid to vocational guidance. Master's, 1937. Texas.

884. **Moore, Mrs. Neoma Stone.** A comparative study of two language groups in the beginning grades of elementary school. Master's, 1937. Texas.

885. **Mortensen, Lars Hanmer.** Composition interests of junior high school pupils. Master's, 1937. Southern California.

886. **Overby, Floye.** Upper grade English activities in recent texts and southern state curricula. Master's, 1937. Peabody. 69 p. ms.

887. **Paul, J. B.** An experiment comparing the effectiveness of teaching English composition by two different methods. Cedar Falls, Iowa state teachers college, 1938. 7 p. ms. (Research report no. 28)

888. **Pratt, George A.** Variations from school to school in growth in pupil mastery of basic language skills during the year 1936-37. Master's, 1937. Iowa.

889. **Rinsland, Henry D. and Moore, James H.** The vocabulary of elementary school children: a preliminary report of the count of 2,818,014 words showing the 500 most frequently used words in grades 1 to 8. Norman, University of Oklahoma, 1937. 30 p. ms.

Describes an experiment conducted as a WPA project in which 2,818,014 running words from compositions, themes, poems, examination papers were counted, and the 500 most frequently used words in each grade listed.

890. **Safarjian, D. Edward.** The growth and development of participial infinitive predication in the English language. Master's, 1937. Southern California.

891. Shostrom, Hazel. Pronoun-verb usage in third and fourth grade oral language. Master's, 1937. Iowa.

892. Smith, Beulah M. An analysis of English usage in a secondary school. Master's, 1937. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of these researches in progress, and bibliography of publications, 12: 404-406)

Attempts to determine the achievement status of English usage in each year; progress from year to year, in the achievement of English usage; extent of overlapping of the ability of one year on that of the other years; the mastery in each year of each phase of usage; which phases in each year require the greatest emphasis; and the extent to which the degree of mastery of general principles vary with their specific applications. Analyzes the results of two English usage tests, each consisting of 75 items administered to 177 freshmen, 188 sophomores, 151 juniors, and 174 seniors.

893. Smith, Mary Esther. A study of the teaching of English composition by the journalistic method and a comparison with the usual textbook composition assignments. Master's, 1937. Maryland. 50 p. ms.

894. Smith, Maude. A study of the present status of English in junior colleges. Master's, 1937. Peabody. 236 p. ms.

Studies English, speech, and dramatics in 105 public junior colleges and in 228 private junior colleges in the United States. Finds that courses in English cover the field of all the language arts; that English is definitely articulated with speech and dramatics, and interrelated with other subjects; that there is a tendency to extend the scope of reading to broad fields of knowledge and to guide students into habits of independent reading and thinking, sound judgment and accurate expression; and that efforts are made through experiential and activity features of courses to meet the vocational as well as the cultural needs of students.

895. Strobel, Nelle L. A comparative study of the written English in composition classes with the English in written work in the social studies. Master's, 1936. Ind. St. T. C. 46 p. ms. (Abstract in: Teachers college journal, 8: 75, July 1937)

Checks the written expression of a class of 46 students in junior English composition and social science for the kind and frequency of errors in punctuation, sentence structure, grammar, spelling, diction, and mechanics.

896. Tannehill, Letha C. Teaching devices for groups of low ability in junior high school English. Master's, 1936. Detroit. 131 p. ms.

Shows that content and method of instruction must be adapted to low ability groups.

897. Thomas, Florence. Trends in the teaching of English grammar in the secondary schools of Wyoming and Nebraska, grades 9 to 12, inclusive. Master's, 1937. Wyoming. 63 p. ms.

898. Vaughan, Christine. A year's teaching of twelfth-grade English in Manchester, Tenn. Master's, 1937. Peabody. 240 p. ms.

Presents a diary study of a twelfth-grade English class and the activities which grew out of this class.

899. Wedlock, Eldon Dymont. An experimental study of the effect of intensive drill on improvement in English usage by high school pupils. Master's, 1937. Brown. 69 p. ms.

Measures results of giving concerted drill to correct a series of specific, common usage errors, one each week for a half year, in six-year junior-senior high school. Indicates improvement in performance, especially by the less able groups.

900. Welling, Corinne. Differentiated prescription in college English requirements. Indianapolis, Butler university, 1936. 10 p. ms.

Discusses the college English requirements in a number of colleges and universities throughout the United States.

901. Whitmore, Chadbourne T. Secondary English and teaching pupils to think. Master's, 1937. Wisconsin.

902. Yeager, Eancho. Analysis of first grade compositions. Master's, 1937. Iowa.

## LITERATURE

903. Adams, Ruth Sutcliffe. A comparative study of the English literature course in the public secondary schools of Rhode Island. Master's, 1937. Brown. 47 p. ms.

Finds a trend toward contemporary literature in the city schools in contrast with the schools in the smaller communities.

904. Anderson, Ida Belle. The improvement of conduct through the teaching of literature and the application of objectives to units of American literature in six modes of learning. Master's, 1936. Washington. 90 p. ms.

\*905. Brown, Eleanor Frances. Intensive study of poetry versus free reading as a teaching procedure in the senior high school. Master's, 1936. Syracuse. 146 p. ms.

Describes a study conducted with 66 sophomores and 42 juniors in an English class in a senior high school. Data indicate that intensive study of poetry is preferable to free reading as a teaching procedure.

\*906. Carli, Armando Ralph. First courses in English literature in selected liberal colleges. Doctor's, 1937. Buffalo. 130 p. ms.

Surveys and analyzes the aims, objectives, content, and methods of teaching first courses in literature in 185 selected liberal colleges. Reveals the predominance of the survey course in frequency of offering; shows that the survey course duplicates high school work with a resultant alienation of student interest, that it deals with too many authors and works, and that it uses the lecture method with a resultant substitution of the lecturer's point of view instead of an independent, student reaction to literature. Finds that the survey and authors and works courses have the same aims and that their teaching emphases are in practical agreement. Recommends that first courses in literature be constructed to fit the needs and aspirations of the students and also present the values of literary study.

907. Clement, Louise McCown. What happens to literature in fused courses. Master's, 1937. Southern California.

908. Coyle, Lois S. An attempt at integrating American literature with American history in the high school. Master's, 1937. Colo. St. Coll. of Ed.

909. Crate, Ethel F. A supplementary reading program in the contemporary informal essay for twelfth grade pupils. Master's, 1937. Colo. St. Coll. of Ed.

910. Currey, Florence M. G. The place of world literature in the English curriculum of secondary schools. Master's, 1937. Southern California.

911. Dallas, Neva. An experiment to determine the success of Professor Moll's Analysis of poetry and technique of teaching poetry appreciation when adapted to fourth and fifth grade level, and to select material suitable to these grades. Master's, 1937. Oregon.

912. Doores, Maurine. Mrs. Gaskell's attitude towards education and social morality. Master's, 1937. Colorado. (Abstract in: University of Colorado studies, 25: 57-58)

Surveys the novels and short stories of Elizabeth C. Gaskell to determine her position on education and social morality. Shows that in her opinion education made possible for the individual a greater enjoyment and appreciation of life, and gave to society a higher and more intelligent morality.

\*913. Drabkin, Norma Loewenstein. The *Medea Exul* of Ennius. Doctor's, 1936. Columbia. Geneva, N. Y., W. F. Pumphrey press, 1937. 95 p.

914. Duncan, Leonard Stanley. Pupils' purposes, their methods of study and the outcomes of their study of high school literature. Doctor's, 1937. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 13: 96-103)

Studies the methods of study and the outcomes of their study of literature of 320 pupils in the Peabody high school, Pittsburgh, by analyzing a generalized report of the method of study prepared by the pupils immediately after the conclusion of the study of a book, and by analyzing diaries kept by the pupils while studying *The Merchant of Venice* and *Hamlet*. Finds that vocabulary building as a purpose of study consistently ranked first in frequency of mention; improved power of comprehension ranked high; pupils displayed keen interest in literature as a source of information about people, countries and events; and showed little interest in acquiring new ideas, or a better philosophy of life through the study of literature; that growth in power of comprehension was more diligently and more widely sought than any other power; that less successful pupils can be taught how to study literature more effectively through an integrated program of study, teaching and testing organized to focus attention on the large areas of thought and feeling that characterize the subject.

915. Farrell, Mrs. Ursula. Contribution of high school literature courses to the development of social awareness. Master's, 1937. Ohio State.

916. Fuller, Mrs. Myra Smith. A study of the poetry of Grace Noll Crowell. Master's, 1937. East Texas St. T. C. 120 p. ms.

Seeks to determine the content and form of her poetry; the extent to which her poetry is used in schools; literary critics' evaluation of her poetry.

917. Gabbard, Agnes. Child characters in Shakespeare and his predecessors. Master's, 1936. Tennessee. 142 p. ms.

Shows that the religious nature and stern disciplinary methods of elementary education during the Middle Ages is evidenced in the dramatic children of the early plays; that these children act as miniature adults, are precocious, and have a tendency to argue and offer advice to their elders; that the child characters are too witty, precocious, verbose, and revengeful to be natural, in the plays of Shakespeare's immediate predecessors; that Shakespeare's dramatic children have general characteristics common to other Elizabethan stage children, but that there are occasional flashes of true childish appeal.

918. Grone, Elizabeth. Course offerings in literature in 5 to 10 teacher Nebraska high schools. Master's, 1937. Nebraska. 127 p. ms.

919. Hinson, Esther. The procedures of 50 high school teachers in teaching *Macbeth*. Master's, 1937. Peabody. 94 p. ms.

920. Holland, Jane Frances. The dramatic approach to the teaching of literature in the high school. Master's, 1937. Boston Coll. 33 p. ms.

\*921. Horrigan, Olive Katherine. Disguise in Shakespeare. Master's, 1937. Boston Univ. 106 p. ms.

Discusses briefly the historical background of disguise, and Shakespeare's use of it in *As you like it*, *Merchant of Venice*, *Twelfth night*, *Measure for measure*, *Winter's tale*, *Two gentlemen of Verona*, *All's well that ends well*, *Hamlet*, *King Lear*, *Much ado about nothing*, *Love's labor lost*, and *Midsummer night's dream*.

922. Howell, Amy Frances. Developing a love and appreciation of poetry in early grades. Master's, 1937. Peabody. 106 p. ms.

923. Jamison, Mary Irene. A comparison of two methods of teaching American literature. Master's, 1937. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 13: 391-92)

Describes an experiment planned to discover whether the much used method of intensive and directed teaching of history in connection with literature was preferable to a more casual presentation of history and biography and a more extensive program of reading.

\*924. Just, Margaret. The literary renaissance of the south. Master's, 1936. Boston Univ. 140 p. ms.

Considers briefly the south's literary contributions prior to the current renaissance; estimates critically, and analyzes the works of 10 southern writers with special reference to their works of the past 10 years; and considers factors common to all these works from the standpoint of realism, romanticism, sociological treatment, historical treatment, character delineation, and universality of appeal. Attempts to establish reasons for the literary awakening in the south.

925. Kirchner, Sister Mary Joan. The biological terminology required for the intelligent reading of high school classics. Master's, 1936. Ind. St. T. C. 467 p. ms. (Abstract in: Teachers college journal, 8: 80-81, July 1937)

Attempts to determine the biological terms met by secondary school pupils in the study of the classics used in the English course, the extent to which typical biology texts use or explain these terms; to gather quotations from the classics containing biological terms; and to formulate a brief definition or explanation of these terms.

926. Looby, Ruth. Understandings children derive from their reading of one selection of literature. Master's, 1937. Iowa.

927. McMurry, Malissa. Contrasted techniques in the teaching of poetic values in the junior high school. Master's, 1937. Colo. St. Coll. of Ed.

928. Manicoff, Rose. The effects of extensive teacher-reading of poetry: an experimental study with junior high school students. Doctor's, 1937. Fordham. 207 p. ms.

Studies the effects of poetry saturation upon the pupils of five classes of a public junior high school. Finds that there was increased liking of poetry, increased desire to read poetry, and an increase of creative writing among the saturated pupils; that there were many worthwhile concomitant effects; and that such effects can be accomplished with a minimum of class time.

929. Nevin, Mary Kathleen. A study of Rose Fyleman's poetry. Master's, 1937. Peabody. 90 p. ms.

Attempts to determine the suitability of Rose Fyleman's poetry for children, and finds that all of the volumes of poems listed as children's poetry were suitable for children.

930. Potthoff, Ella M. Social backgrounds for English literature, 1825-1875. Master's, 1937. Colo. St. Coll. of Ed.

931. Richards, Inez Janet. Comprehension difficulties of twelfth grade students in the study of poetry. Doctor's, 1936. Wisconsin. (Abstract in: University of Wisconsin. Summaries of doctoral dissertations, 1: 253-55)

Attempts to discover to what extent poetic vocabulary, allusions, sentence construction, figurative language, mood, and the poet's intention were elements of difficulty in comprehending poetry. Constructs and revises a multiple-choice test with short passages from poems recommended for the junior or senior high school curriculum, and distributes it to high school seniors in 14 villages and cities in different sections of Wisconsin, and administers it to 51 upperclassmen, at the University of Wisconsin. Compares the results of the high school and college groups.

932. Scrimshire, Mineola. A study of the aims, materials, and methods in the teaching of English literature since 1874. Master's, 1937. Texas.

933. Sears, Gertrude. Some trends in the teaching of literature in the junior high school years as revealed in 13 state and 10 city courses of study published since 1927. Master's, 1937. Oregon.

934. Sellers, Martha. Design taught through poetry. Master's, 1937. Colo. St. Coll. of Ed.

\*935. Singer, Frank J. Validating the selection of modern novels for teaching in the secondary schools. Master's, 1934. St. T. C., Upper Montclair. 90 p. ms.

936. Stone, E. M. Effects of a nine weeks' free reading course in literature on the reading selections of eighth grade students. Master's, 1937. Colo. St. Coll. of Ed.

937. Tilton, Mary Abbie. Teaching poetry in junior high school. Master's, 1937. Yale.

938. Wenner, Evelyn Wingate. The classical element in the required English reading of high school pupils. Master's, 1937. Johns Hopkins. 68 p. ms.

939. Wheeler, Mrs. Alma. Modern trends in literature in senior high schools in Texas. Master's, 1937. South. Methodist. 115 p. ms.

Surveys the books read by high-school students in representative Texas high schools.

940. Woesner, Inez Estelle. A study of the effectiveness of imitation as a means of developing appreciation in poetry. Master's, 1936. Washington. 100 p. ms.

### FOREIGN LANGUAGES

#### CLASSICAL LANGUAGES

941. Budesheim, Gretchen A. The adaptation of *Captivi* by Plautus for reading on second-year level. Master's, 1937. Colo. St. Coll. of Ed.

942. Harper, Annie Laura. The influence of the Classical investigation on methods of teaching second-year Latin. Master's, 1937. Texas.

943. Kelso, Margaret Shane. Latin in western Pennsylvania, 1780-1860. Master's, 1937. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 13: 367-68)

Shows that except for girls' schools, Latin was a universal feature of the schools, and the quality of Latin courses was high, and the teachers of Latin were men of strong personality and influence in the community; that books in Latin made up a considerable portion of the stock of the bookstores; and that family libraries contained copies of the Latin classics as a matter of course.

#### MODERN LANGUAGES

944. Aiken, Nanette Bradford. A study of the newer objectives in the teaching of elementary Spanish and certain procedures for realizing them. Master's, 1937. Southern California.

\*945. Anthony, Amelia Edna. The status, objectives, and values of French club activities in the secondary schools of New York state. Doctor's, 1937. New York. 193 p. ms.

Investigates the theories and practices relative to the administration of French club activities in the secondary schools of New York state to ascertain their standing and presents recommendations for the improvement of the practices of these clubs.

946. Berger, Ray. French literary definitions: classicism, romanticism, realism, naturalism. Master's, 1937. Temple. 78 p. ms.

947. Brown, Muriel Ava. An objective study of literature on French teaching. Master's, 1937. Southern California.

\*948. Canty, Laura M. Twenty-five case studies of outstanding successes and failures in French classes. Master's, 1935. St. T. C., Upper Montclair. 62 p. ms.

949. DeLaney, Edyth Viola. Analysis of the vocabulary burden of French reading materials. Master's, 1937. Ohio State. 68 p. ms.

950. Evans, Marjorie Katherine. The measurement of French pronunciation. Master's, 1937. Ohio State. 49 p. ms.

Compares ratings of actual recordings of French pronunciation of about 215 high school pupils with an objective test of phonetic accuracy in French. Indicates that a test of phonetic accuracy is a good index measurement of the ability to pronounce French, and has the advantages of being objective, and comparable, and within the reach of every teacher in so far as money and time are concerned.

951. Ficken, Clarence E. Intercorrelations of part scores in foreign language tests. Doctor's, 1937. Wisconsin.

952. Habis-Beutinger, Jeanne-Marie Alice. Needs and possibilities in the professional training of teachers of French at the University of California. Doctor's, 1937. California.

Appraises the functional value of the selected courses in French which constitute a part of the teacher training curriculum. Presents a detailed reorganized program.

953. Johnson, Willie Meta. A tentative course for the first semester in Spanish. Master's, 1937. Alabama. 118 p. ms.

954. Lorbeer, Wendell Wallace. Individualizing the teaching of Spanish in the high school. Master's, 1937. Southern California.

955. Meyer, Dorothea. Enrollment trends in foreign languages in the public and the private secondary schools of the United States. Master's, 1937. New Mexico. 111 p. ms.

956. Millman, Max Israel. A diagnostic study of achievement in first year French courses in the junior and senior high schools of Providence, R. I., 1934-38. Master's, 1937. Brown. 55 p. ms.

Compares first year French achievement in junior high school classes with achievement in senior high school classes, based on results of the cooperative tests; and finds that senior high schools show slightly, but probably not significantly, higher achievement; various schools differ widely in the parts of the tests in which strength and weakness are shown.

957. Moore, Wallace Henry. The conflict concerning the German language and German propaganda in the public secondary schools of the United States, 1917-19. Doctor's, 1937. Stanford. (Abstract in: Stanford university. Abstracts of dissertations for the degrees of doctor of philosophy and doctor of education, 1936-37: 13-17)

Attempts to give an impartial description of the decisions made by school administrators, teachers, and other educational leaders under the stress and strain of war on the teaching of the German language and the elimination of German propaganda. Shows that Dr. P. P. Claxton, Commissioner of education, advocated the teaching of German in the secondary schools, but that in spite of his recommendations, German was eliminated by state action in some states, by local action in others, by the refusal of students to study it. In some states there was little variation in enrollment in German classes during the period from 1914 through 1918. Finds that events took place with such rapidity, and hysterical excitement spread with such speed, that there was no opportunity for careful planning of the school's course of action; and that the "long range" view of history was the concern of only a minority of the educational, civic, and political leaders during the time of national crisis.

\*958. Palmer, Esther Elizabeth. Development of the eclectic method of teaching French in the United States since 1875. Doctor's, 1937. New York. 347 p. ms.

Reveals that the history of the development of the eclectic method of teaching French in the United States since 1875 is the history of the gradual development of the functional teaching of the language in all its aspects as a basis for making reading function in daily life.

\*959. Rosenberg, Morris. Mexican and Mayan archaeology: a new source of supplementary content for the enrichment of the teaching of Spanish. Master's, 1937. St. T. C., Upper Montclair. 142 p. ms.

Presents a syllabus for the study of ancient American civilizations to be used as supplementary material in the teaching of Spanish in the secondary schools of the United States.

Suggests methods of presentation and motivation. Describes the most important archaeological sites in Mexico and in the peninsula of Yucatan; describes important group and individual expeditions; enumerates the most important and significant discoveries.

\*960. Schwartz, Sylvia Teresa. Prediction of success in beginning French on the bases of IQ and marks in school subjects. Master's, 1937. George Washington, 51 p. ms.

Attempts to determine the feasibility of predicting success in beginning French in the eighth grade by means of the IQ, the average of course marks of the seventh grade, and the marks in English of the seventh grade, by experiments conducted with children in the John Quincy Adams school, Washington, D. C.

931. Sheehan, Sister Mary Frances. The cultural content of the high school French curriculum: a comparative study of representative French texts and state courses of study. Master's, 1937. Catholic Univ. 68 p. ms.

Attempts to determine the relative importance given to the cultural objective in recent state courses of study in French, and to determine the amount of cultural material to be found in representative high school texts.

962. Tallent, Emma Ruth Ensor. An analysis of certain relationships between IQ's, English placement test scores, and scholastic averages of students enrolled in modern foreign languages, 1930-1936, University of Tennessee. Master's, 1937. Tennessee. 47 p. ms.

Reveals a lack of close relationship between IQ's and marks earned in modern languages. Indicates that marks in English, whether in the placement test or in class marks, are likely to correspond rather closely with modern language grades.

\*963. Weymouth, Burdette Earleton. A teaching unit in song for first year high school French. Master's, 1936. Boston Univ. 87 p. ms.

Presents 18 French songs, words and melody, suitable for practical use in the first year of study of high school French.

#### MATHEMATICS

964. Bakalyar, Stephen. Study to determine the expressed value and outcomes of secondary school mathematics. Master's, 1937. Drake. 85 p. ms.

Attempts to determine the expressed values and outcomes of secondary school mathematics. Finds educators generally agreed that practical values of mathematics is confined to proficiency in handling of fundamentals of arithmetic; and that there is uniformity of opinion on the disciplinary aims of mathematics.

965. Bell, Sallie Paul. A study of the graphic method as a vital function in the interpretation of facts and data in professional and practical life. Master's, 1937. Cincinnati. 152 p. ms.

Recommends, on the basis of a survey of uses of graphic methods in many fields, that more attention be given these techniques in school curricula and activities.

966. Brown, I. Douglass. Motivation in high school mathematics. Master's, 1937. Wisconsin.

967. Curd, Edward T. The status of mathematics majors and minors of Murray state teachers college. Master's, 1937. Kentucky. 49 p. ms.

Attempts to determine the distribution according to sex, of graduates of Murray state teachers college with majors and minors in mathematics, the fields in which they are teaching and the extent of their training since graduation.

968. Dietz, Paul C. The relation of mathematics to civilization. Master's, 1937. Washington Univ. 53 p. ms.

969. Ditgen, Anna O. The socio-economic status of college alumni mathematics majors. Master's, 1937. Colo. St. Coll. of Ed.

970. Eicken, Adolph J. The need, availability, and use of equipment in high school mathematics. Master's, 1937. Iowa.

971. Engle, Fred Allen. Mathematics in state teachers colleges. Doctor's, 1937. Kentucky. 102 p. ms.

Attempts to determine the offerings in mathematics in state teachers colleges, and to evaluate the offerings according to valid principles.

972. Fay, Christopher John. History of mathematics: a prerequisite for the mathematics teacher. Master's, 1937. Boston Coll. 43 p. ms.

973. Hellmich, Eugene W. The mathematics in certain elementary social studies in secondary schools and colleges. Doctor's, 1935. T. C., Col. Univ. New York, Teachers college, Columbia university, 1937. 125 p. (Contributions to education, no. 706)

974. Hollister, Ezra. Teaching secondary school mathematics for appreciation. Master's, 1937. Southern California.

975. Horn, Alice McAnulty. Uneven distribution of the effect of specific factors. Doctor's, 1937. Southern California.

Studies the basis on which the consistent tendency for regression appears in double entry tables, and the effect of such regression upon the results of experimental studies in the field of tests and measurements. Finds that the setting up of accurate tables equating IQs for all chronological ages is impossible.

976. Joachim, Glenn. Related mathematics problems for trade and industrial education. Master's, 1937. Okla. A. & M. Coll.

Includes mathematics problems found in occupations commonly taught in industrial vocational education programs, and attempts to work out a satisfactory method for teaching related mathematics in high school. Includes problems for evening trade classes. Finds that industrial workers who have had abstract courses in mathematics, are deficient in practical understanding and application of principles of mathematics to their daily work.

977. Johnson, Charles M. A proposed course of mathematics as related to woodwork. Master's, 1937. Okla. A. & M. Coll.

Attempts to determine what mathematics can be taught in combination with woodwork and sets up a proposed course of mathematics combining the required mathematics with the projects as taught in the shop.

978. Kramme, Walter B. Introduction to college mathematics. Master's, 1937. Drake. 119 p. ms.

979. MacDonald, Evelyn Frances. Graphics. Master's, 1937. Boston Coll. 52 p. ms.

980. McDougall, Effie Barclay. History of mathematics as enrichment material in the junior high school. Master's, 1937. Butler. 154 p. ms.

Surveys junior high school textbooks, courses of study, and magazine articles on mathematics and finds a great opportunity for enriching and increasing interest in mathematics.

981. Malone, William Howard. The function of mathematics in secondary education. Master's, 1937. Boston Coll. 101 p. ms.

982. Mason, Juanita. Contributions women have made to mathematics. Master's, 1937. Peabody. 58 p. ms.

Finds that the main contributions made by women in ancient times were to pure mathematics, whereas modern women have contributed through their teaching of the subject.

983. Moulton, Dorothy Dell. A study of the ability of high school students to use their technical mathematics vocabulary. Master's, 1936. Washington. 80 p. ms.

984. Neff, Frank A. Shop mathematics course for vocational students. Master's, 1937. Purdue. 88 p. ms.

Attempts to determine the topics of mathematics needed by the trades and industries of Michigan City, Indiana.

985. Poston, Joseph A. Mathematics curricula of the junior colleges of the United States. Master's, 1937. Peabody. 60 p. ms.

Finds that in the 378 colleges studied, 37 different courses of study in mathematics were offered; there was considerable range in the semester hours credit per course; tremendous influence was exerted on the curriculum by accrediting agencies and senior colleges; and that the size of the college had a material influence on the number of different courses offered and the credit given.

\*986. Saxe, Emanuel. Principles of accounting for decedents' estates in the state of New York. Doctor's, 1937. New York. 340 p. ms.

Determines the principles of accounting for decedents' estates in New York state, and presents a definitive philosophy and system of accounts based on pertinent, controlling legal principles and authorities.

\*987. Schotland, Joseph Henry. An analysis of methods of plane curve fitting. Doctor's, 1937. New York. 315 p. ms.

Analyzes and compares varied existent methods of fitting curves of trend to statistical data which call for curve analysis, devises and evaluates modified procedures for curve fitting.

988. Shannon, Louis Piper. Reorganization of freshman high school mathematics for general education purposes. Master's, 1937. Florida.

989. Shelden, Joseph Paul. Mathematics and curriculum tendencies in Kansas high schools. Master's, 1937. Kansas.

990. Tillotson, Marjorie. A description of some supplementary enrichment projects in high school mathematics courses. Master's, 1937. Oregon.

991. Walker, Jennie Christene. Status of mathematics in the accredited secondary schools of Nebraska. Master's, 1937. Nebraska. 72 p. ms.

Attempts to determine the mathematics courses offered; the trend in selection of courses; enrollments in courses; length of class period; and how well prepared the teachers are to teach in the field. Finds that algebra and geometry rank first in registrations; that there is a trend toward a more practical type of mathematics; that 52 percent of the teachers have a master's degree; and that science is taught more than any other subject by mathematics teachers.

992. Young, Paul A. A guide for teaching the mathematics of the community in a socialized curriculum for the junior high school. Master's, 1937. Kans. St. T. C., Emporia. 74 p. ms.

#### ARITHMETIC

993. Beck, Elton Wayne. Equations predicting demonstrable gains in arithmetic in terms of N factors. Doctor's, 1937. Iowa. (Abstract in: University of Iowa studies. Series on aims and progress of research, no. 52)

Investigates certain factors which impinge upon the teacher in daily professional and social situations and affect the pupil teacher relationship in arithmetic.

994. Bennett, A. Virginia. A factor analysis of verbal and numerical abilities. Master's, 1936. Columbia.

995. Blake, George Washington. The value of estimating answers in solving arithmetical problems. Master's, 1937. Chicago. 86 p. ms.

996. Bordner, Kathleen Helen. An analysis of the content of verbal problems of arithmetic. Master's, 1937. Chicago. 90 p. ms.

997. Bruestle, David P. An investigation of the arithmetic problems met in the out of school life of certain junior high school pupils and their parents. Master's, 1937. Temple. 99 p. ms.

998. Burk, V. C. Effect of home work on low seventh grade arithmetic achievement. Master's, 1937. Peabody. 40 p. ms.

Compares the records of 92 pupils assigned home work in arithmetic for 18 weeks, with those of 100 pupils who were assigned no home work during that period. Finds that home work assignment in the low seventh grade is unjustifiable.

999. Cooper, Hazel Hixon. A case study of diagnostic and remedial teaching in junior high school arithmetic. Master's, 1936. Ind. St. T. C. 112 p. ms. (Abstract in: Teachers college Journal, 8: 72, July 1937)

Presents a case study in which the progress of 24 pupils was measured after a period of seven months diagnostic and remedial teaching. Finds that all but five of the 24 pupils reached an achievement level above that of their mental age.

1000. Custer, Bernadine J. Experimental determination of grade placement for teaching simple interest. Master's, 1937. Drake. 44 p. ms.

1001. Edwards, Aglae Lagatta. A comparison of junior high school and elementary school seventh grade pupils in achievement and growth in arithmetic. Master's, 1937. Sam Houston St. T. C. 69 p. ms.

Studies two groups equated on the basis of mental age, chronological age, and arithmetic ability to determine their growth in arithmetic during the seventh grade. Finds that in growth in computation, the elementary school group was distinctly superior to the junior high school group, and that in growth in problem solving there was no difference between the groups.

1002. Elsbury, Estill B. Trends in elementary arithmetic. Master's, 1937. Washington Univ. 137 p. ms.

1003. Ford, Fred C. The correlation of arithmetic computation and reading comprehension with the conventional and a new type reasoning test. Master's, 1937. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress and bibliography of publications, 13: 383-84)

Attempts to determine whether problem solving ability is influenced more by reading comprehension or by computational ability; the effect that removal of the computation from a reasoning test would have on its correlations with reading comprehension and arithmetic computation; and the extent to which there would be agreement between the reasoning scores as measured by the conventional type of reasoning test and one from which all computation had been eliminated. Administers standardized tests in reading comprehension, arithmetic reasoning, arithmetic computation, and an arithmetic reasoning test in which the student simply indicates his choice of processes, to pupils in the fifth, sixth, seventh and eighth grades of the Penn avenue school in Turtle Creek, Pennsylvania. Finds a high correlation between arithmetic skills and the solution of problems; that in the higher grades at least, reading comprehension has a greater correlation with problem solving than does arithmetic computation; that the comparison between the ability to state the method to be used and the ability to get the correct answer was shown to be very high.

1004. Fortman, Velma H. Analysis of the arithmetic needs essential to the operation of adding and calculating machines. Master's, 1937. Cincinnati. 152 p. ms.

Analyses in detail the arithmetical principles and procedures needed for the operation of various adding and calculating machines and organizes the findings for curricular purposes.

1005. Glaes, James S. An analysis of some of the mathematical computation errors of seventh, eighth and ninth grade pupils. Master's, 1937. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 13: 384-85)

Analyses data obtained by administering the Clapp-Young mathematical computation test for grades 7, 8, and 9 to 97 pupils in the seventh grade, 96 pupils in the eighth grade, and 94 pupils in the ninth grade. Tabulates the percentage of error for each problem for each grade advancing from the seventh to the ninth.

1006. Hannon, Roger V. Diagnosis and remedial treatment of arithmetic difficulties of junior high school students. Master's, 1937. Michigan.

1007. Hattan, Melva. A unit of instruction in junior high school mathematics. Master's, 1937. Stanford.

1008. Hatzo, Sister Mary Stanislas. An experimental guide for seventh grade arithmetic. Master's, 1937. Peabody. 114 p. ms.

Analyses 20 outstanding courses of study published between 1927-1937; and constructs a tentative course of study for seventh-grade arithmetic.

\* 1009. Heald, Ira Francis. A study of the reactions of pupils while working on multiplication of fractions. Doctor's, 1937. Iowa. (Abstract in: University of Iowa. Series on aims and progress of research, no. 52)

Studies the behavior of children enrolled in the fifth grade of the University elementary school during the school year, 1935-36, while they were working on the multiplication of fractions. Indicates that the best progress in learning the multiplication of fractions depends upon pupil's mental and physical equipment, proper environmental control, previous mastery of the fundamentals, instructor's knowledge of the various types of problems and the application of the right psychology of learning, pupil's self-motivation through constant checking and diagnosing of results, and a proper maintenance program of drill work.

1010. Higginbotham, Edith W. An analysis of practice in the addition of fractions for fifth and sixth grades. Master's, 1937. Colo. St. Coll. of Ed.

\*1011. Hill, Benjamin Jacob. An analysis of the methods of subtraction in a school system. Master's, 1937. Boston Univ. 67 p. ms.

Attempts to determine how many methods of subtraction are used, how widely each method is used, whether each school in the school system studied is consistent, what methods are being taught in the various schools, whether the teachers are convinced of the efficacy of the method being taught, what confusions exist, how efficient are the methods being taught.

1012. Howell, Fred H. Experiment in diagnostic and remedial instruction in seventh grade arithmetic. Master's, 1937. Kansas.

1013. Iler, Edna. An analysis and comparison of the new grade placement of arithmetic topics. Master's, 1937. Drake. 49 p. ms.

1014. Kragh, Agnes Marie. A study of the effect of the ability to read upon children's success in solving reasoning problems in arithmetic. Master's, 1937. Denver. 57 p. ms.

Analyses the results of tests administered to 46 fourth-grade children in one of the Denver schools in which standardized arithmetic, reading, vocabulary, and intelligence tests were used. Test results showed that the children studied varied greatly as to chronological age, arithmetical ability, reading ability, intelligence, and knowledge of words. Concludes that by placing greater emphasis on the importance of reading and vocabulary children's ability to solve computational and reasoning problems may be increased considerably.

\*1015. LaGrone, Cyrus Wilson. A syllabus of mathematics 370, the teaching of elementary arithmetic, grades 4 to 7 inclusive: a course in East Texas state teachers college, designed to prepare teachers of elementary arithmetic. Doctor's, 1937. New York. 111 p. ms.

Presents 16 units of work which may be helpful to the young teacher of little experience or training, and attempts to correlate arithmetic with the life activities of the child.

1016. Laughridge, Clarence B. Growth in arithmetic achievement in Iowa schools, 1936-37. Master's, 1937. Iowa.

1017. Lennon, Roger T. The effect of verbal cues and irrelevant details in the statement of arithmetic problems upon children's attempted solutions. Master's, 1937. Fordham. 76 p. ms.

Investigates the use of stereotyped phrases or cues upon problem solving by administering to 500 fourth- to sixth-grade children three comparable sets of 16 problems each. In the first set cues were employed in their usual manner; in the second set no cues were

employed; and in the third set misleading or inappropriate cues were supplied. Cues were found to have a rather slight influence upon the solution of the problems. The inclusion of irrelevant details in another set of problems had a profound effect upon children's solutions, the poorer students being affected more seriously than the more capable students.

1018. **Levy, J.** Experimental study of the relative value of abstract and verbal examples for drill in arithmetic fundamentals. Master's, 1937. Coll. of the City of New York. 80 p. ms.

Describes two experiments performed with seventh year junior high school pupils to determine the relative value of drill in arithmetic fundamentals by means of ordinary examples in arithmetic, and identical examples incorporated in verbal situations. Concludes that verbal examples are superior, but not significantly, to abstract examples for drill in fundamentals. That verbal examples are of equal value to ordinary classroom drill in problems, but slightly superior to abstract examples; and that the transfer from fundamentals to problems, by means of abstract or verbal examples stressing computation is negligible.

\*1019. **Loughren, Amanda.** Pupil growth over a period of several months in the mastery of certain mathematical concepts at the junior high school level: an exploratory investigation. Doctor's, 1936. New York. 97 p. ms.

Attempts to determine to what degree there is a growth in the mastery of a certain group of mathematical concepts over a period of eight school months, by representative groups of pupils at the junior high school level, in a city with a population of 120,000 people, located in the metropolitan area of New York.

1020. **McInerney, Margaret.** An evaluation of diagnostic and remedial work in problem solving in arithmetic. Master's, 1937. Chicago. 116 p. ms.

1021. **McNeill, William Boy.** Some proposed changes in the course of study for eighth grade arithmetic in Kentucky. Master's, 1937. Kentucky. 57 p. ms.

1022. **Mounts, Robert.** A study of certain elements and their relationship to the difficulty of solution of concrete problems in arithmetic. Master's, 1937. Colorado. (Abstract in: University of Colorado studies, 25: 87)

Constructs two forms of arithmetic tests, in one of which the elements of difficulty were present; administers the tests to 639 seventh- and eighth-grade pupils in 10 school systems near or adjacent to Denver, Colorado. Finds a relationship between the intellectual and problem solving abilities of the pupils tested, which favored the most able.

1023. **Pierce, Burton B.** A study of the arithmetic of first year algebra students. Master's, 1937. Iowa.

1024. **Riddle, Marie Sue.** Placement of topics in arithmetic for grades 1 through 6. Master's, 1937. Texas.

1025. **Robinson, Elsa E.** A theoretical and experimental analysis of the problem solving process. Doctor's, 1937. New York.

1026. **Ruch, G. M., Knight, F. B., Olander, E. A., and Russell, G. E.** Schemata for the analysis of drill in fractions, Iowa City, University of Iowa, 1936. 58 p. (University of Iowa studies, new series, no. 327. Studies in education, vol. 10, no. 2. Educational psychology series, no. 3)

1027. **Schmitt, Irvin H.** An evaluation of drill lessons in the addition and subtraction combinations. Master's, 1937. Iowa.

1028. **Selberg, Edith M. and Barnard, J. D.** Teaching pupils the method for solving problems. Educational method, 26: 413-16, May 1937. (Colorado state college of education)

\*1029. **Sheerin, Ethel M.** An evaluation of arithmetical problem-solving techniques. Doctor's, 1937. New York. 79 p. ms.

Evaluates the box technique, the equation technique and the conventional technique used by pupils in the solution of verbal problems in arithmetic. Describes an experi-

ment conducted with 10,527 children in 42 classes in 10 public elementary schools in four boroughs of New York City to evaluate these techniques. Finds that no one of the techniques is significantly superior to the other two techniques for the groups of pupils who participated in the study but that there is a significant trend in favor of the use of the box technique by these pupils in the solution of verbal problems; that the pupils improved in ability to solve verbal problems.

1030. Stevens, Grace Adams. Investigation in the modern trends in the teaching of arithmetic in grades from the kindergarten through the sixth. Master's 1937. T. C., Col. Univ. 133 p. ms.

\*1031. Stohlman, Mildred Adele. An annotated bibliography of arithmetic as found in surveys of city schools in the United States. Master's, 1937. George Washington. 61 p. ms.

Analyses arithmetic material in 124 surveys of city schools.

1032. Strickland, Ruth G. A study of the possibilities of graphs as means of instruction in the first four grades of the elementary school. Doctor's, 1937. T. C., Col. Univ.

Describes an experiment conducted in three suburban communities in the vicinity of Philadelphia, using 461 children in 16 classes, three first grades, four second grades, four third grades, and five fourth grades, as subjects. Finds that children in all four grades were interested in graphic presentation of subject matter.

1033. Walsh, Joseph Louis. The relationship of use and interest values of arithmetic problems to occupational and educational status of adults. Master's, 1936. Detroit. 208 p. ms.

Studies 10 general mathematics classes of Edwin Denby high school, Detroit, with enrollment of approximately 50 students each. Finds that the present content of textbooks is not selected to meet adequately the life needs of the general population; that the vocabulary used to state problems needs revision; that an attempt must be made to select material that appears to interest as well as use; that homemakers must be taken into consideration in determining curricular content; that problems, purely mathematical in nature, have limited use value for the general population; and that there is a definite need for the revision of subject matter.

1034. Weber, Sister Magdalen, Marie. An evaluation of home work in seventh grade arithmetic. Master's, 1937. Catholic Univ. 10 p. ms.

Describes an experiment in which seven groups of seventh-grade children in Detroit parochial schools were divided into experimental and control groups. During the first semester of the school year 1935-36, arithmetic class work was augmented by home assignments in the experimental group, and the control group being limited to class work. For the work of the second semester the groups were rotated. Three series of standardized tests administered at semester intervals revealed gains decisively favoring the control group which indicates that achievement was not influenced by home work.

1035. Weddle, Dexa. A study of the effectiveness of remedial work in business arithmetic. Master's, 1937. Iowa.

1036. Wilhelms, Frederick Theodore. The abilities in arithmetic of a beginning ninth-year group. Master's, 1936. Chicago. 126 p. ms.

1037. Williams, Herman Gladstone. An analysis of the content of geometric measurements in elementary arithmetics. Master's, 1937. Texas.

1038. Wolfsohn, Grace Leonore. An investigation of the Jenkins multiple-complexity problem. Master's, 1937. Chicago. 46 p. ms.

#### ALGEBRA. GEOMETRY

1039. Brown, Homer Archie. The teaching of plane geometry by directed study in the Whitney, Texas, high school. Master's, 1937. Texas.

1040. Clark, Mildred I. The effect of remedial work in reading comprehension upon algebraic achievement. Master's, 1937. Nebraska. 145 p. ms.

Finds that pupils need to be taught to read for greater comprehension and to think more clearly; reading ability may be improved upon in a brief period of time. Proves that reading is a potential factor in algebraic achievement.

1041. Derrick, Martha C. Changing conceptions in the teaching of elementary algebra since 1900. Master's, 1937. Temple. 150 p. ms.

Finds that algebra must be made more meaningful to the student, and applicable to daily life if it is to be of value; that a more rational topic sequence is found in recent texts; and that greater emphasis is placed on the basic concepts of mathematics.

1042. Fawcett, Harold P. The nature of proof (A description and evaluation of certain procedures used in a senior high school to develop an understanding of the nature of proof. Doctor's, 1937. T. C., Col. Univ. New York, Teachers College, Columbia university, 1938. 148 p.

Justifies the teaching of demonstrative geometry in the secondary school on the ground that it teaches young people what it means to prove something, and acquaints them with the nature of deductive thought. Studies the methods and processes, and the content of the methods, through which students become familiar with postulational thinking and through which they gain some understanding of the nature of proof.

1043. Forbes, Helen M. A study of the value of outside assignments in ninth grade algebra. Master's, 1937. Kansas.

1044. Ford, John. Eye-movements of superior versus inferior students in the study of algebraic context. Master's, 1937. Iowa.

1045. Gersten, R. B. A comparison of passing and failing pupils in algebra with regard to health, vocational interests, home adjustments, study habits and facilities, and personality. Master's, 1937. Coll. of the City of New York. 60 p. ms.

Determines the part played by health, vocational interests, home adjustments, study habits and facilities, and personality as contributing causes for failure in algebra of 50 secondary school pupils who had passed algebra, and of 50 pupils who had failed it. Finds that the average passing pupil is more content with and better adapted to his home environment and has better study habits than the average failing pupil. The attitude of the average failing pupil is one of dislike for algebra. The choice of a vocation has no effect on the student's work in algebra.

1046. Gooding, Marlon Furber. An experiment in the teaching of reasoning in B9 algebra. Master's, 1937. Southern California.

1047. Graham, James C. A comparison of algebra, American history, and biology work-books as used in the high schools of Illinois outside the city of Chicago. Master's, 1937. Wyoming. 69 p. ms.

1048. Gross, John Milton. The effect of the specific teaching of mathematical concepts in second year algebra. Master's, 1936. North Texas St. T. C. 57 p. ms.

Finds that when students are taught specific mathematical concepts in algebra they grasp the concepts more than when not so taught, and their achievement in general algebra skills is also somewhat greater.

1049. Hamer, R. D. A comparative study of socialized and teacher directed class exercises in beginning high school algebra. Master's, 1937. Okla. A. & M. Coll.

Compares the value of the socialized recitation with that of the teacher directed class exercises in beginning high school algebra in an experiment carried on in the Yale high school, Yale, Oklahoma, during the school year 1935-36. Finds that the socialized procedure tended to decrease the dispersion of class scores; and that work under the socialized plan appealed to the pupils more and may have been an instrument of motivation.

\*1050. Hockman, David Earl. Introducing the child to the study of geometry. Master's, 1937. Boston Coll. 36 p. ms.

1051. Howard, Allene. Grade placement of the skills and concepts of algebra. Master's, 1937. Peabody. 71 p. ms.

Analyzes textbooks and courses of study, and surveys books and magazine articles on the placement of the skills and concepts of algebra.

1052. Jelinek, John George. Eye-movements of superior versus inferior pupils during study of geometric context. Master's, 1937. Iowa.

1053. Johnston, Abrilla B. An experiment to compare two plans in teaching high school algebra. Master's, 1937. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 13: 445-46)

Describes an experiment conducted in the Vandergrift high school, Pennsylvania, during the second semester of the year 1936-37, using four groups of ninth-grade algebra students, two groups of whom were taught by the subject plan, and the other two groups were taught in the usual manner by the same instructor. Finds that both groups taught by the subject plan showed superior achievement.

1054. Kellar, Wylma R. A determination of the comprehension of algebraic vocabulary of first year high school students. Master's, 1937. Catholic Univ. 64 p. ms.

Compiles a representative vocabulary for first year algebra and determines the degree of comprehension of this vocabulary prevalent among first year high school students. Devises and administers group tests to 178 pupils. Finds that the average student understood only 58 percent of this vocabulary and that three-quarters of the children were familiar with less than 67 percent of these words. Wide variation was found in vocabulary content and in the difficulty of the terms studied among pupils in first year high school.

1055. Lane, Ruth Onetta. The efficacy of pupil selection of graded originals in plane geometry. Doctor's, 1937. Iowa. (Abstract in: University of Iowa. Series on aims and progress of research, no. 52)

Attempts to determine the efficacy of pupil selection of geometry originals when the work was organized to encourage intensive thinking instead of extensive thinking, as shown by tests, and by psychological effects connected with time, methods of approach, self confidence, and indecision. Describes an experiment conducted with 598 pupils in nine different schools. Finds that pupil selection of graded originals in geometry is better for the superior pupil than the conventional method; that it is probably better for the average pupil; that it is no better and may be harmful for the slow pupil; and that the method can be used under ordinary classroom conditions in such a way as to minimize any possible disadvantages to the slow pupil.

\*1056. Lathrop, Cecil D. Supervised study versus individualized instruction in first year algebra. Master's, 1937. Penn. State. 39 p. ms.

Attempts to determine whether individualized instruction or supervised study is a better solution to the problems attending the teaching of algebra in Laceyville high school. Finds that supervised study is better for shy retiring students with little confidence in themselves than it is for sociable students who depend upon themselves. Individual instruction offers advantages to the self-confident student, but it is not as good as supervised study.

1057. Lazar, Nathan. The importance of certain concepts and laws of logic for the teaching of geometry. Doctor's, 1937. T. C., Col. Univ.

Examines 93 textbooks in geometry printed in the United States, Great Britain, Germany and France to determine whether logical concepts and laws were used, in what manner they were used, and the way in which they were correlated with the textual material; manuals in the teaching of mathematics to determine the prevailing opinion as to the nature of the aims and objectives of the teaching of geometry; and textbooks in symbolic logic and in general logic to determine the logical patterns of valid and invalid reasoning that are simple enough to be introduced into the secondary school course in geometry.

1058. Lundberg, G. H. The basic constructions of plane geometry. Master's, 1937. Colo. St. Coll. of Ed.

1059. McCullough, Estelle. Reorganization of secondary mathematics with an application to certain Alabama adopted texts. Master's, 1937. Alabama. 120 p. ms.

1060. Mann, Louise Manson. A comparison of the achievements of Spanish and English children in algebra. Master's, 1937. Southern California.

1061. Marshall, Harold W. Study helps in solution of exercises in geometry. Doctor's, 1937. Wisconsin.

1062. Moon, Susie Sledge. Application of high school mathematics to industries of Sumpter county, Alabama. Master's, 1937. Alabama. 65 p. ms.

1063. Neale, Charles L. A study of aptitude and achievement in algebra and Latin. Master's, 1937. Iowa.

\*1064. Oakley, Chauncey W. A comparative study of the effects of two seasons on learning in second year algebra and plane geometry in the Ambridge senior high school, Ambridge, Pennsylvania. Master's, 1936. Penn. State. 73 p. ms.

1065. Rickey, Herbert C. A study of errors: first year algebra. Master's, 1937. Ohio Univ. 90 p. ms.

1066. Ross, Edwin H. A study of the effect of making plane geometry an elective course in South Dakota high schools. Master's, 1937. South Dakota. 42 p. ms.

1067. Schaefer, Viola V. The correlation of mathematics with other subjects in high school. Master's, 1936. T. C., Col. Univ.

1068. Scott, Edward Fulton. A history of projective geometry. Master's, 1937. Peabody. 76 p. ms.

Finds that the science of projective geometry is of recent origin, having developed in the last 150 years.

1069. Sims, Wilma T. A learning study of intuitive geometry in grade seven. Master's, 1937. Iowa.

1070. Skinner, James Madden. The construction and evaluation of materials to assist transfer in plane geometry. Master's, 1937. Iowa.

1071. Sloan, Lenora. A vocabulary study of high school algebra. Master's, 1937. Peabody. 70 p. ms.

1072. Smith, Mary Lucille. Some methods of solving algebraic equations, and comparison of their relative merits. Master's, 1937. Iowa.

1073. Welch, Juanita Mildred. A study of the failures in first year algebra in the Marlin high school in the fall semester of 1936-37. Master's, 1937. Texas.

1074. Wellborn, Margaret Early. Dictionary of geometrical terms. Master's, 1937. Peabody. 109 p. ms.

## SCIENCE

### GENERAL SCIENCE

1075. Barish, William. Correlates of ability in general science as revealed in a survey at the Roosevelt junior high school of Philadelphia. Master's, 1937. Temple. 105 p. ms.

1076. **Barthel, Oscar P.** A study of the extent to which the North central association colleges place students in advanced science courses. Master's, 1937. Wyoming. 84 p. ms.
1077. **Brandt, Louise.** An experiment in teaching elementary science in a rural school. Master's, 1937. South Carolina. 42 p. ms.  
Shows that a science program is practical in a rural school.
1078. **Brock, William Hubert.** Use of worksheets in teaching general science. Master's, 1937. Texas.
1079. **Buell, Francis C.** Course of study in general science including objectives, means of motivation, illustrations of techniques. Doctor's, 1937. Wisconsin.
1080. **Bush, Norris F.** An integrated course of study in sophomore science. Master's, 1937. Denver. 127 p. ms.  
Describes the evolution of a course of study in science showing the opportunity for student planning, participation and initiative. Studies 40 students in the progressive education classes entering South high school, Denver, in 1933, 1934, 1935, and 1936.
1081. **Cahoon, Guybert Phillips.** Important abilities and knowledge for teachers of secondary school physical science in the use of apparatus, materials and tools for laboratory, demonstration and shop. Doctor's, 1937. California.  
Attempts to determine the important abilities and knowledge in the use of apparatus, materials and tools for laboratory, demonstration and shop that are needed by physical science teachers, and the extent to which beginning teachers of secondary school physical science possess these important abilities and knowledge. Plans a program providing experiences for physical science teachers to gain the needed knowledge and abilities.
1082. **Clements, Maude Lundy.** Units in elementary science in the John Rutledge school, Jefferson county. Master's, 1937. Alabama. 108 p. ms.
1083. **DeWitt, P. Paul.** Attitudes and interests related to the study of college science. Master's, 1937. Washington Univ. 68 p. ms.
1084. **Dirks, Henry Bertram.** Units of instruction in general science. Master's, 1937. Southern California.
1085. **Field, Mary Louise.** A program of general science for a preschool group of three year old children. Master's, 1937. Iowa.
1086. **Gallant, James Francis.** A study of trends in summer science teaching at the Essex county agricultural school. Master's, 1937. Mass. St. Coll. 178 p. ms.
- \*1087. **Gemmill, Anna M.** An experimental study at New York state teachers college at Buffalo to determine a science program for the education of elementary classroom teachers. Doctor's, 1936. T. C., Col. Univ. New York, Teachers college, Columbia university, 1937. 74 p. (Contributions to education, no. 715.)  
Studies the science curriculum in 16 teachers colleges in different parts of the country. Finds that much of the science offered was biological in nature; that most of the science studied consisted of single courses one semester or less in length; that in half of the cases studied the students were graduated with only one course in science; that most of the students who studied one science had but one course in it; that practically no selection is being made from the mass of electives; and that it was possible for students to graduate from teacher training institutions without studying any science. Construct a program of training in science for elementary teachers consisting of an orientation course, science sequences, science teaching in grades 1 to 6, and a course for seniors in the materials and techniques of science.

1088. **Goldstein, P.** Student laboratory work versus teacher demonstration as a means of developing laboratory resourcefulness. Master's, 1937. Coll. of the City of New York. 62 p. ms.

Attempts to determine which of two types of method is better for the development of science laboratory resourcefulness as shown by 60 girls, divided into groups equated for age, intelligence, term in high school, amount of science studied, average of high school marks, and average of science marks. Finds that laboratory practice is a better means of developing resourcefulness than teacher demonstration.

1089. **Gorman, Harriet Ann.** The reading difficulties of general science material. Master's, 1937. Chicago. 68 p. ms.

1090. **Gothard, Owen Lee.** An experiment with free reading in junior high school science. Master's, 1937. Southern California.

1091. **Greene, Robert A.** A comparative study of the efficiency of dramatic and nondramatic methods in teaching science to fifth grade children. Doctor's, 1937. Cornell.

1092. **Henderson, Charles.** The status of general science in Iowa. Master's, 1937. Creighton.

1093. **Ingraham, John R.** Need for a vocabulary study in ninth-grade general science as revealed by a word-by-word investigation of a portion of a text. Master's, 1937. Iowa.

1094. **Johnson, Palmer O.** Technical vocabulary in general college science. Minneapolis, University of Minnesota, 1937.

Gives a list of the science vocabulary involved in science courses in the General college of the University of Minnesota.

1095. **Koehnlien, Henry Harold.** Vocabulary study in general science. Master's, 1937. North Dakota.

1096. **Kohner, Herbert Walter.** A tentative course of study in general science for the Monterey elementary schools. Master's, 1936. Stanford.

1097. **Kuemmerlein, Theodore.** An experimental comparison of teaching two units in general science. Doctor's, 1937. Wisconsin.

1098. **Langworthy, Ray Stanley.** An experimental course in project teaching in general science. Master's, 1937. Southern California.

1099. **Metcalf, Harold H.** A science curriculum for Oak Park and River Forest township high school. Doctor's, 1937. Wisconsin.

1100. **Moore, Ruth Briney.** Experiences recommended for developing science concepts at first grade level. Master's, 1937. Peabody. 108 p. ms.  
Analyzes 25 outstanding science courses of study.

1101. **O'Leary, Helen O.** Professional training of social science teachers in the high schools of Detroit, Michigan. Master's, 1937. Detroit. 38 p. ms.

Studies the preparation of all of the social science teachers in Detroit, and finds that 50 percent have received their masters' degrees, and that the percentage is increasing; and that enrollment in professional courses beyond their degrees has grown during the last seven years.

1102. **O'Leary, Vincent Charles.** General science and teacher training relative to selection of and success in special sciences by pupils. Master's, 1937. Kansas.

1103. **Ramer, Earl M.** Science and medicine as a unit of instruction. Master's, 1937. Peabody. 99 p. ms.

Compiles a teaching unit in world history on the development of science and medicine.

1104. Schindler, Wilbur A. The science program in Nebraska accredited high schools. Master's, 1937. Nebraska. 100 p. ms.

Analyzes the physical and biological science program as it is provided for in the secondary schools of Nebraska and compares the administration of these sciences in the varying sized secondary schools.

1105. Slayton, Wilfred G. An evaluation of a course in integrated physical science for the senior high school. Master's, 1937. Nebraska. 118 p. ms.

Indicates that physical science is probably more effective in teaching scientific facts and information to pupils of equal native ability, as measured by an acceptable intelligence test, than is either chemistry or physics. In addition physical science is more effective in teaching facts and information to pupils for doing scientific thinking.

1106. Slotten, R. M. Course of study in general science for high schools in cities of 3,000 population or less. Master's, 1937. Drake. 164 p. ms.

1107. Steere, Ruth Graves. The biological content of general science. Master's, 1937. Brown. 59 p. ms.

Analyzes current texts and courses of study to determine the amount and content of biological material incorporated in the general science course in the junior high school.

1108. Thompson, Clara Virginia. The correlation of science and religion in the Christian education of the senior high school student. Master's, 1937. Biblical Seminary. 98 p. ms.

1109. Turner, Paul M. Trends in the selection of general science subject matter determined by an analysis of recent 1936 textbooks, and a comparison with the results of earlier analyses. Master's, 1937. Iowa.

1110. Wilson, Della Hastings. Improved science teaching in the junior high school. Master's, 1936. Detroit. 97 p. ms.

Shows that more emphasis should be placed on the development of scientific attitudes and scientific thinking; and that emphasis should be placed on the acquisition of knowledge only as it is needed for a definite purpose in solving a problem, or gaining a concept; and that better unit organization is needed.

\*1111. Wolfenbarger, O. K. A comparative study of the value of written reports in laboratory experiments versus non-written reports in a ninth grade general science class. Master's, 1936. Kansas. 61 p. ms.

Describes an experiment conducted in the ninth grade general science class of the Raytown high school, Raytown, Missouri, during the school year, 1932-33, to determine whether the group using non-written reports showed greater achievement in high school general science at the end of each semester than did the group using written reports of laboratory experiments; whether the writing of the laboratory reports familiarize the pupils with scientific terms more than the non-written reports; whether the retention of scientific terms was greater in those who made written reports than it was in those who made non-written reports of the experiments; and whether there was a difference in the effectiveness of written and non-written reports as shown by the standardized tests.

1112. Woods, Leila Glaphyra. Sex differences in achievement and interests in general science and their bearing on the classification and instruction of pupils. Master's, 1937. Chicago. 71 p. ms.

1113. Zimmerman, Milton B. Development of science courses in secondary schools in North Dakota. Master's, 1937. North Dakota.

#### NATURE STUDY, BIOLOGY, BOTANY

1114. Adams, Willis L. Teachers' training for nature study, elementary science, and general science teaching. Master's, 1936. Ind. St. T. C. 166 p. ms. (Abstract in: Teachers college journal, 8: 63-64, July 1937)

Analyzes data secured from the inspection and study of theses, educational magazines, and research studies in the fields of nature study, elementary science, and general science.

and by examination of 167 teachers college and nine university catalogs. Finds that the training for these three sciences as offered by teachers colleges is inadequate for the training of teachers of science; and that the universities stress special methods courses, offer general science on a higher level than nature study, and the courses are balanced with reference to biological science and physical science content.

1115. Bartlett, Nesbit Philmer. Agricultural units for high school biology. Master's, 1937. Alabama. 71 p. ms.

1116. Boris, Harry. Available biological material in the free institutions of Philadelphia to supplement the Pennsylvania course of study in biology. Master's, 1937. Temple. 152 p. ms.

Includes list of available excursions for biology classes to free institutions of Philadelphia, with a description of the biological material contained.

1117. Bryan, Hugh C. A study in systematizing the social implications of biology. Master's, 1937. Kans. St. T. C., Emporia. 76 p. ms.

1118. Campbell, Marion Low. An evaluation of 504 biology items to determine local emphasis. Master's, 1937. Washington. 70 p. ms.

1119. Carnahan, Nedra Pletcher. A regional approach to nature study for children. Master's, 1937. Mills. 88 p. ms.

1120. Cason, Carl D. Local material available for the high school biology class in northeastern Oklahoma. Master's, 1937. Okla. A. & M. Coll.

Attempts to determine what materials are available for use in the high school biology class and the most satisfactory methods of using them. Deals with the making of equipment, use of the library, clubs and museums, and the collecting and use of plant and animal life. Finds that a great deal of satisfactory equipment may be made by the pupils at a minimum cost; that there is not much agreement among biology teachers as to subject matter, and the emphasis that it should be given; and that there is an abundance of plant and animal life available for study in the vicinity of the high schools.

1121. Cohn, Lester Robert. Creative activity in biology on the high school level. Master's, 1936. Columbia.

1122. Cooper, Jess V. The biological information in 10 non-specialized magazines for June 1936 to June 1937. Master's, 1937. Kansas. 52 p. ms.

Finds that human biology is the most important branch of biology found in general purpose magazines for the period studied; that animal biology is the next most important branch of biology, with plant biology the least important branch of the science; and that it would be justifiable to use such magazines as supplementary material in order to improve the biology course of study.

1123. Crawford, Jane Elizabeth. A study of 909 biological terms. Master's, 1937. George Washington. 91 p. ms.

Compares biological terms to show the usefulness and the difficulty of the vocabulary employed in courses in high school biology.

1124. Daily, Bertha Isabel. The effect of a general science course on pupil achievement in high school biology. Master's, 1937. Brown. 25 p. ms.

Compares the achievement in senior high school biology of students who had had a course in general science in junior high school with that of pupils without such a course. Indicates that it is not necessary that the more able students should have had a general science course in order to do well in biology, in comparison with pupils of equal intelligence who have had such a course; and that for pupils whose general attainment in school is C or below the lack of the general science course appears to be a definite handicap, when they compete in a course in biology with pupils of equal ability, who have previously taken general science.

1125. Dullye, Louis Leo. The organization of a course in high school biology. Master's, 1937. Texas.

1126. Gill, Anna K. A study of trees as an integrated activity. Master's, 1937. Peabody. 115 p. ms.

Studies 38 pupils in an eighth grade English class to show how oral and written English can be motivated. Finds that the pupils acquired an active, lasting interest in trees, and that the community took an active interest in the activity.

1127. Gilpin, Chester Eugene. A comparison of two methods of teaching biology. Master's, 1937. Chicago. 57 p. ms.

1128. Hance, R. T. The use of diagrams in teaching biology. Pittsburgh, University of Pittsburgh, 1937.

1129. Hoffman, Carl S. The present system of the natural sciences in North central high schools of four states. Master's, 1937. Wyoming. 87 p. ms.

\*1130. Holland, Bertram Holbrook. Biology as a medium for guidance in the worthy use of leisure. Master's, 1937. Boston Univ. 176 p. ms.

Analyses data on 134 check lists received from 34 states and the District of Columbia to show the use of biology in training high school students in the worthy use of leisure. Finds that only one-fourth of the schools have organized plans for leisure instruction as a part of the biology course, and that the majority of secondary school teachers including administrators and biology teachers do not fully appreciate the significance of leisure to society.

1131. Johnson, Palmer O. Biological science studies. Minneapolis, University of Minnesota, 1937.

Measures the effectiveness of the curriculum in the biological sciences in the General College of the University of Minnesota.

1132. Kahn, P. An experimental study to compare the laboratory method of instruction with individual demonstration in elementary college biology. Master's, 1937. Coll. of the City of New York. 94 p. ms.

Attempts to determine the relative merits of two methods of teaching biology as shown by a study of 115 college students of biology. By means of tests and a questionnaire it was determined that use of the individual demonstration method results in a large increase over the use of the laboratory method in the amount of subject matter learned and retained.

1133. Kelman, Lillian. A proposed course of study for first year biology. Master's, 1937. Brown. 81 p. ms.

Analyses the content of first year biology texts and courses of study leading to the formulation of a series of units to constitute a year's course in biology.

1134. Osbeck, Carl Albert. An analysis of several daily newspapers for natural science material. Master's, 1937. Alabama. 59 p. ms.

1135. Qually, Roy A. An analysis of certain factors in relation to achievement in zoology. Master's, 1937. Iowa.

1136. Ritter, Beatrice Wilson. An analysis of 18 curricula in natural science of the second grade. Masters, 1937. Oklahoma. 34 p. ms.

1137. Rosenblad, Lawrence Eric. A study of high school biology. Master's, 1937. Texas.

1138. Sanders, Karyn Boyetta. An experimental study of the development of individual pupil interests in biology. Master's, 1937. Southern California.

1139. Thurman, Ina Louise. The nature interests of the first grade children of the demonstration school, North Texas state teachers college, Denton, Texas. Master's, 1936. North Texas St. T. C. 175 p. ms.

1140. Wilson, Eugene Welford. The effects of high school biology on moral and criminal tendencies as determined by attitudes tests given to 529 representative pupils. Master's, 1937. Indiana. 123 p. ms.

## CHEMISTRY AND PHYSICS

1141. Abramowitz, Louis H. Teaching chemistry via generalizations. Master's, 1936. T. C., Col. Univ.

1142. Bailey, Lowell Ernest. Practices and opinions of 112 Kansas physics teachers regarding several phases of the teaching of physics. Master's, 1937. Kansas.

1143. Berg, Ben. An organization of physics experiments for schools with limited equipment. Master's, 1937. Wisconsin.

1144. Brown, K. E. A study of the understandings in the field of electricity and magnetism that are needed to interpret the common experiences of life. Master's, 1937. Colo. St. Coll. of Ed.

1145. Donoho, Emmie L. A course of study for high school chemistry utilizing the Morrison plan. Master's, 1937. Alabama. 88 p. ms.

1146. Duggar, Ambrose C. Supplementary laboratory exercises for a rural high school chemistry course. Master's, 1937. Alabama. 85 p.ms.

\*1147. Efron, Alexander. The teaching of physical sciences in the secondary schools of the United States, France and Soviet Russia. Doctor's, 1937. T. C., Col. Univ. New York, Teachers college, Columbia university, 1937. 296 p. (Contributions to education, no. 725)

Includes personal observation of class lessons in physics and chemistry in France and Russia; inspection of foreign schools, especially their demonstration and laboratory equipment; visits to teacher training centers in Paris, Leningrad, and Moscow; conferences with school officials and teachers in these countries; visits to extracurricular science activity centers in Russia. Studies official programs, typical textbooks, supplementary reading materials, visual aids, and tests and examinations in their original language. Compares conditions in France and Russia with those in the United States. Reveals the absence of a clear-cut educational philosophy and definite objectives in American secondary education, while the French *lycee* aims at *culture generale*, and Russia at the polytechnical outcomes of education. Finds American methods of science teaching superior to foreign methods in originality, variety and adaptation to individual needs; that American extracurricular science work can profit by the Soviet experiment of integrating such work with the agricultural, industrial, and technological environment; and that France has little to contribute because of its continued emphasis on the conventional classroom science training.

\*1148. Gillson, Margery Stewart. Developing a high school chemistry course adapted to the differentiated needs of boys and girls. Doctor's, 1937. T. C., Col. Univ. New York, Teachers college, Columbia university, 1937. 95 p. Contributions to education, no. 709)

Prepares, evaluates, and analyzes replies to a questionnaire sent to a representative group of men and women in different parts of the United States, dealing with the amount of chemistry which they had studied in high school or college, to determine what facts of chemistry are used by adults. Prepares and administers a questionnaire based on chemistry courses taught by the author, to former students of her courses. Develops a chemistry course from the functional viewpoint, offering different subjects for boys and girls, after the first semester.

1149. Hall, Carrol Carman. Trends in the organization of high school chemistry since 1920. Master's, 1937. Chicago. 81 p. ms.

1150. Harms, Marguerite. Cultural, vocational, and college preparatory factors in chemistry teaching in the high schools of Louisiana. Master's, 1937. Colorado. (Abstract in: University of Colorado studies, 25: 68)

Analyses replies of 150 Louisiana teachers to a questionnaire rating the cultural, vocational, and college preparatory objectives in their teaching of chemistry. Finds that college preparatory objectives dominate, although the teachers feel that the cultural factor

should be the chief objective. Suggests that high school chemistry teachers be allowed more choice in selecting subject matter in harmony with local requirements, and that steps be taken to encourage more high school students to take chemistry.

1151. **Hoffman, Mark J.** Mathematics in high school chemistry. Master's, 1937. Southern California.

1152. **Howe, George E.** A comparison of two methods of teaching high school chemistry. Master's, 1937. Ohio State. 81 p. ms.

1153. **Huebner, Thurman Monroe.** A comparison of two methods of reporting physics laboratory experiments. Master's, 1937. Chicago. 56 p. ms.

1154. **Ihrig, Irvin E.** The history of the content and method of physics instruction in the secondary school. Master's, 1937. Colorado. (Abstract in University of Colorado studies, 26: 74-75)

Provides an historical account of the evolution of instruction in physics, both with respect to content and methodology, in secondary schools of the United States.

1155. **McFarland, Elizabeth.** Study of common and related elements in the high school courses in physics and chemistry. Master's, 1937. Maryland. 132 p. ms.

1156. **McNew, Melvin A.** Trends in the teaching of chemistry in Colorado. Master's, 1937. Western St. Coll. 46 p. ms.

Studies the curricula of 71 high schools in Colorado and finds a tendency to offer not one course in chemistry but several; that the schools should study the needs and interests of high school pupils and offer courses that will meet these needs.

1157. **Michael, Ford.** Trends in secondary school physics. Master's, 1937. Oklahoma. 67 p. ms.

Analyzes recent enrollment trends in the United States and especially in Oklahoma in high school science courses, physics in particular, obtained from official records supplemented by questionnaire replies. Finds that generally the enrollments in high school physics have steadily declined. Biology and chemistry enrollments have gained accordingly. Texts and courses of study examined reflect a changed content and approach in physics and a tendency to combine with chemistry.

1158. **Misuriello, Rocco A.** The status of chemistry in the high schools of Essex county, New Jersey, as determined by personal interviews with all chemistry teachers during April-May, 1934. Master's, 1935. St. T. C., Upper Montclair. 69 p. ms.

1159. **Muller, Ralph L.** A synthetic determination and evaluation of desirable subject-matter topics in consumer physics. Master's, 1937. Michigan.

1160. **Oerlein, Karl Ferdinand.** Mathematical requirements for the first courses in college physics: a study based upon the stated mathematical requirements in college catalogs and an analysis of the local laboratory manuals. Doctor's, 1936. Pennsylvania. Philadelphia, University of Pennsylvania, 1937. 140 p.

1161. **Penner, Eldon L.** A handbook of monograms for elementary physics formulas. Master's, 1937. Kans. St. T. C., Emporia. 65 p. ms.

1162. **Randolph, George Buford.** A survey of the conditions in physics teaching in the white high schools of Birmingham, Alabama. Master's, 1937. Alabama. 59 p. ms.

1163. **Rawson, Kenneth Oscar.** Improved motivation through revised physics. Master's, 1937. Wisconsin.

1164. **Rigsby, Fred Everett.** The effect of long and short laboratory periods upon achievement in high school physics and biology. Master's, 1937. Kentucky. 48 p. ms.

Attempts to discover the effects of long and short laboratory periods upon achievement of pupils in high school physics and biology, using 163 cases in the experimentation which was conducted at Ashland senior high school, Ashland, Kentucky.

1165. **Schwachtgen, Edward Charles.** A comparison of two methods of utilizing laboratory time in high school physics. Master's, 1937. Chicago. 72 p. ms.

1166. **Seybert, Reno.** Analysis of reasons for enrollment and non-enrollment in high school physics. Master's, 1937. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 13: 402-403)

Finds that students enroll in the course to learn something of scientific interest, to learn something about their environment, and to prepare for college; that about 90 percent of the physics students are boys; and that a majority of high school students do not enroll in physics because of a lack of interest in the materials presented in the course and a belief of greater difficulty of the work as compared with other school subjects. Recommends a new physics course to meet the interests and needs of high school boys who are not going to college, and a physics course designed to meet the needs and interests of girls.

\*1167. **Sheehy, Sister M. Maurice.** A study of content and achievement in the chemistry course for nurses. Master's, 1936. Catholic Univ. Washington, D. C., Catholic university of America, 1936. 33 p. (Studies in education, vol. 1, fascicle 3)

Analyses the results of an examination of 143 items administered to 434 students in 21 schools of nursing located in 10 states and the District of Columbia. Indicates the need for an analysis of achievement in the chemistry course through which it would be possible to determine the important divisions of subject matter which need special consideration in teaching the course.

1168. **Shotton, James Arthur.** Some aspects of the teaching of chemistry in secondary schools. Master's, 1937. Kansas.

1169. **Showalter, W. P.** An evaluation of the principles of chemistry as shown by adult activities. Master's, 1937. Colo. St. Coll. of Ed.

1170. **Stanton, J. Harold.** A comparison of two methods of teaching physics. Master's, 1937. Cincinnati.

1171. **Sturtevant, Walter Conrad.** A study of the effect of the junior college upon the relation of high school and freshman college chemistry. Master's, 1937. Southern California.

1172. **Thomas, Dwight H.** A study of the trends in the teaching of secondary physics. Master's, 1936. Ind. St. T. C. (Abstract in: Teachers college journal, 8: 88, July 1937)

Finds that elementary physics courses are expanding rapidly; that the authors of the new textbooks have tried to include the old and much of the new and have made the textbooks too bulky; that the teachers, in their effort to present all of the material to the students, have become confused and jump from one topic to another.

1173. **Williams, James Morgan.** Supplementary physics material found in rural communities. Master's, 1937. Alabama. 95 p. ms.

1174. **Worstell, Richard A.** Chemical education in Montana high schools. Master's, 1937. Iowa.

## SOCIAL SCIENCES

1175. **Beasley, Mary Rebecca.** Social studies concepts of first grade children in relation to their social background. Master's, 1937. Southern California.

1176. **Beggs, W. K.** Publicity for the social studies. Master's, 1936. Nebraska. 143 p. ma.

Surveys the social studies field to determine a basis for procedure. Suggests community surveys carried on by members and various groups of the community.

1177. **Callaway, A. B.** An investigation into the trends in the teaching of social science. Master's, 1937. Colo. St. Coll. of Ed.

1178. **Caplan, Robert P.** A study of available excursions in and around Philadelphia for the teaching of junior high school social studies. Master's, 1937. Temple. 180 p. ma.

Finds a wide diversity of possible visits, and that more teachers should take advantage of them. Many of the agencies and persons questioned, especially industries and historical societies, were reluctant to allow visits because of poor conduct of previous classes.

1179. **Cordier, R. W.** Instruction in the social studies for the promotion of a new social order. Peabody reflector, 10: 15-17, January 1937. (Clarion state teachers college)

1180. ——— Social studies instruction in an evolving social order. Social education, 1: 539. November 1937. (Clarion state teachers college)

1181. ——— Social studies program in the elementary school. Social education, 1: 530-33, October 1937. (Clarion state teachers college)

Reviews the Rugg program of social studies.

1182. **Donaldson, Mary Agnes.** Selection and grade placement of social studies units in the intermediate grades. Master's, 1937. California, L. A.

1183. **Frick, Herman Luther.** The social studies program in the high schools of South Carolina. Master's, 1937. South Carolina. 61 p. ma.

Attempts to evaluate the social studies program in the high schools of South Carolina on the basis of its contribution toward the aims of secondary education.

1184. **Godard, James M. and Kennedy, R. V.** The integrating course for upperclassmen versus the survey course for beginners, a college experiment in the social studies. Southern association quarterly, August 1937. (Queens-Chicora college)

Reports an experiment conducted at Queens-Chicora college during the second semester of 1936-37 using a general science course, to determine the comparative efficacy of the course as an introductory survey course to underclassmen and as an integrating course to more mature upperclassmen. Finds that the course is more meaningful as an integrating course for students who have had various social sciences than as an introductory survey course for beginning students.

\*1185. **Goldenberg, Frank.** Some factors involving social attitudes which social studies teachers face. Master's, 1937. New York. 51 p. ma.

Studies the influence on social attitudes of pressure groups, social science textbooks, motion pictures, press and radio, and of the school.

1186. **Hall, Virginia.** An evaluation of different plans for teaching the social studies. Master's, 1937. Peabody. 104 p. ma.

Evaluates critically the separate, interrelated, and unified curriculum plans for teaching the social studies in the elementary grades. Finds that the separate subject plan is gradually losing ground, that the interrelated subject plan is used more than either of the other plans, while the unified curriculum is at the height of experimentation.

1187. Hodgkins, George W. A guide to newer methods in teaching the social studies. [Cambridge, Harvard university], 1936. 75 p. (National council for the social studies, bulletin no. 7)

Presents a general view of newer methods; general references; discusses the supervised study movement; the social studies laboratory; methods with visual and other aids; individualized instruction—the Dalton, and Winnetka plans and honors courses, class adjustment to individual needs; differentiated assignments; units and the Morrison plan and other aspects of unit plans, projects and activities; the progressive or new education; the problem method; socialized procedures; and new techniques for pupil discussions.

1188. Loeffler, Mrs. Marie Bertha. A fourth grade unit in the social studies. Master's, 1937. Texas.

1189. Martin, Anna Y. Advantages in the social studies to be derived from the Texas centennial by children of junior high school level. Master's, 1936. North Texas St. T. C. 203 p. ms.

\*1190. Mathews, C. O. The grade placement of curriculum materials in the social studies. Doctor's, 1926. T. C., Col. Univ. New York, Teachers college, Columbia university, 1926. 153 p. (Contributions to education, no. 241)

1191. Nodolf, Clement E. Improving the social studies course of study, in South Side school at Hartford. Doctor's, 1937. Wisconsin.

1192. Olsen, Glenn H. Specific suggestions for teaching problem solving in social studies. Doctor's, 1937. Wisconsin.

1193. Petersen, Fred L. Changes in the teaching of controversial issues in social studies in secondary education during the last 20 years with an analysis of causal factors. Master's, 1937. Southern California.

1194. Robertson, Ruth Margaret. A study of the type of units being carried out in the American epic plan of Los Angeles city schools. Master's, 1937. Southern California.

1195. Boney, Jeanette Marie. The adjustment of social studies subject matter to fit the needs of high school students in Windham, Conn. Master's, 1937. Mass. St. Coll. 55 p. ms.

\*1196. Boorbach, Agnew C. The development of the social studies in American secondary education before 1861. Doctor's, 1936. Pennsylvania. Philadelphia, University of Pennsylvania, 1937. 300 p.

1197. Bumsey, Margaret. Units of work in the social studies for use in alternate years in a classroom that has third and fourth grades. Master's, 1937. Alabama. 135 p. ms.

1198. Bydell, G. Arthur. The status of the social studies in the senior high schools of the second class cities of the state of Kansas, 1935-36. Master's, 1937. Kansas.

1199. Scott, Harold Hardy. Social science terminology found in newspaper editorials. Master's, 1937. Iowa.

1200. Shackelford, Thomas Lloyd. Evaluation of social science courses of study for elementary schools. Master's, 1937. Oklahoma. 60 p. ms.

Evaluates the social science courses of study in fourth, fifth, and sixth grades in cities of 3,000 or more population in Oklahoma. Finds that only three of the 33 systems studied have their own printed course of study for intermediate social science; that course of study construction in these schools is limited; and that only one school system in Oklahoma has a true social science course of study. Shows that these courses of study rate higher on objectives and subject matter organization than on adaptation to pupil needs and adaptation to teacher needs; and that 13 of the 16 Oklahoma courses were rated as inferior to selected out-of-state courses of study.

1201. Smith, Arthur Dix. An analysis of methods in the social studies. Master's, 1937. Texas.

1202. Tulane, Lida. An analysis of social science teaching in the St. Petersburg high school. Master's, 1937. Florida.

1203. Ward, Vaol J. The integration of diverse foreign elements through social science instruction on the high school and adult levels. Master's, 1937. Ohio State. 150 p. ms.

1204. Woods, Charles C. Status of social sciences in the senior high schools in Alabama. Master's, 1937. Alabama. 106 p. ms.

#### GEOGRAPHY

1205. Congdon, Nora A. Differences in the achievement in geography, civics and history, and general science of teachers college entrants from different sections of the country and from rural and urban populations. *Journal of experimental education*, 5: 274-77, March 1937. (Colorado state college of education)

1206. Eskridge, Thomas J., jr. Growth in understanding of geographic terms in grades four to seven. Doctor's, 1937. Iowa.

1207. Gorton, Forest Allen. The use of real versus hypothetical maps in tests for basic skills in geography. Master's, 1937. Iowa.

1208. Griffin, Judson B. The teaching of geography in the Kentucky high schools. Bowling Green, Western Kentucky state teachers college, 1937.

Studies the geography taught in the Kentucky high schools, and the qualifications of the teachers of the subject. Finds that most of the teachers are poorly qualified to teach the subject.

1209. Houghton, Katherine Olive. The evolution of the teaching of geography in the elementary schools of the United States. Master's, 1937. Southern California.

1210. Ingram Foy. Geography—source material for the education of nine year olds. Master's, 1937. Peabody. 64 p. ms.

Shows the way geographic materials of Houston county, Alabama, furnish educative materials for nine-year-old pupils.

1211. Kennedy, Audley Robert. An experimental study of the difference between two methods of teaching economic geography in the commercial department of the San Jose high school. Doctor's, 1937. Stanford. (Abstract in: *Stanford university. Abstracts of dissertations for the degree of doctor of philosophy and doctor of education, 1936-37: 182-85*)

Attempts to discover whether or not students show better results in economic geography by having directed study in the form of a sheet of questions for each lesson, than they do when they are merely assigned a topic for study and asked the questions during the recitation period, using 22 classes composed of 331 boys and 425 girls. Compares the results when the two methods were rotated within a single class, and when different classes used the same, or a different method. Finds that whether it was used the first half, the latter half, or rotated within the semester, that method in which a sheet of questions on the lesson was given daily to the students proved superior to the method in which no sheet of questions was furnished the students.

1212. Love, Frank Armen. Technique of study for commercial geography. Doctor's, 1937. Wisconsin.

1213. Lutzer, H. H. Vocabulary burden and geographic achievement in the fifth grade. Master's, 1937. Coll. of the City of New York. 99 p. ms.

Attempts to determine whether backward readers can master the geographic concepts required of them in the fifth grade, when the concepts are translated into language on the

level of the pupils' tested reading ability, using 296 boys and girls in the fifth grade of a New York City elementary school as subjects. Studies the results of reading, intelligence, and geography achievement tests administered to them. Concludes that poor readers are not necessarily incapable of mastering geographic concepts; that poor readers can derive greater understanding and comprehension from texts with simplified vocabularies; that the reduction of the vocabulary load in geography textbooks enables children with meager vocabularies to acquire the concepts required of them; and that lightening the vocabulary burden in fifth grade geography texts would increase interest of poor readers in the subject.

1214. Neumann, *Sister Mary Theresine*. The Roman Empire: geography and history units correlated. Master's, 193. Peabody. 86 p. ms.

Discusses the changed character of geographical content and tries to show how the geography and history of the Roman Empire can be so taught as to meet the requirements of modern education.

1215. Ownbey, Ethel B. A study of the procedures by which the value and effectiveness of geography teaching may be improved in the elementary grades of Collin county. Master's, 1936. North Texas St. T. C. 89 p. ms.

Find the present practices in the teaching of geography in Collin county inadequate; suggests wider use of free materials, reference books, geographical readers, charts, maps, and globes; wider variety of teaching procedures; use of large units of work; teachers with specific preparation for geography teaching; and a better understanding of the importance of geography on the part of school administrators and teachers.

1216. Owsley, Mary E. A suggested course of study in junior high school geography. Master's, 1937. Peabody.

1217. Waddle, Thelma Irene. The use of stereographs in fifth grade geography instruction. Master's, 1937. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 13: 427-28)

Describes an experiment conducted to determine the value of stereographs in fifth grade geography instruction.

#### HISTORY

1218. Armstrong, Cleaton Otis. A study of teaching concepts in the slavery controversy. Master's, 1937. Peabody. 47 p. ms.

Analyzes three junior high school and three senior high school history textbooks, and finds 49 basic concepts to be taught in properly presenting a unit on the slavery controversy; that the textbooks vary in their treatment of the concepts; that the concepts vary in importance; and that the junior and senior high schools history textbooks generally agree as to the most important concepts to be employed in properly presenting the unit.

\*1219. Calhoun, Lucille M. Vitalizing the period of the Renaissance in the secondary school. Master's, 1935. St. T. C., Upper Montclair. 53 p. ms.

1220. Chaddick, A. C. The teaching of current events in the secondary schools of Texas. Master's, 1937. Colo. St. Coll. of Ed.

\*1221. Chapman, Florence Jane. The use of biography in junior high school American history. Master's, 1935. St. T. C., Upper Montclair. 81 p. ms.

1222. Denton, Flossie Hilton. Stories of Cherokee Indians adapted to the fourth grade level. Master's, 1937. Peabody. 128 p. ms.

\*1223. Elstad, Alvin O. A study of the vocabulary burden in modern history in the Jamestown senior high school. Master's 1937. North Dakota. 147 p. ms.

Studies the vocabularies of modern history textbooks copyrighted since 1930, and chooses only those words not found in the first 3,000 words in Thorndike's list. Finds that the vocabulary burden of the modern history textbooks varied greatly with the different authors; that the great differences in the vocabulary burdens of the eight textbooks determine the average daily vocabulary load the pupil will have to bear in the use

of the different books; that a large percent of the modern history vocabulary is common to that of American history; that vocabulary ability tests given to students in the James-town senior high school show a great difference in the ability of the pupils to use the modern history vocabulary; that there is a relationship between ability to use the modern history vocabulary and intelligence, and scholastic ability; that drill in the vocabulary of modern history has little effect on improving the mastery of the subject matter.

\*1224. Fowler, Elois L. The instruction of a maladjusted group in current history. Master's, 1935. St. T. C., Upper Montclair. 41 p. ms.

1225. Gilliland, Emma D. History of Kansas City, Missouri. Master's, 1937. Peabody. 69 p. ms.

Writes the history of Kansas City as a story for the junior high school.

1226. Jaecks, Archy M. Pupil grasp of chronological relationships in junior high school American history. Master's, 1937. Iowa.

1227. Livingston, Lee S. Some relationships between mental ability and scholastic achievement in American history. Master's, 1937. Kans. St. T. C., Pittsburg. 61 p. ms.

Attempts to determine whether there is any relationship between mental ability and achievement in American history in high school; whether the study of history motivates bright students in the same degree as it does students of lower mentality; and whether students of below average mentality make any material progress in an unselected group in American history.

1228. Morris, Martha Cynthia. Evaluation of collateral reading material for American history students in high school. Master's, 1937. Ohio State. 100 p. ms.

1229. Noe, Robert. A study of available excursions in Bucks county for the teaching of American history and economic civics. Master's, 1937. Temple. 85 p. ms.

1230. Reed, Katharine. A professionalized study of the teaching of history in the elementary school. Master's, 1937. Tennessee. 194 p. ms.

1231. Reeves, Jonathan Floyd. A course of study in Texas history. Master's, 1936. Stanford.

\*1232. Sinclair, Wallace Everett. The teaching of ancient American civilizations in the public schools. Master's, 1937. Boston Univ. 94 p. ms.

Studies the civilization and characteristics of the Pueblos, Aztecs, Toltecs, Mayas, and Incas and shows how their civilizations have influenced modern America. Discusses the aims and objectives for teaching history; the achievements and contributions of the ancient Americans; the ancient Indians and modern America; the placing of the subject in the elementary, junior and senior high school, and presents a unit of work on the Indian civilizations.

\*1233. Sparrow, Dorothy S. Vitalizing the teaching of Roman history through Latin source materials and comparison with modern problems. Master's, 1935. St. T. C., Upper Montclair. 142 p. ms.

1234. Spencer, Edward Merritt. Practices and procedures in current events instruction in Iowa high schools. Master's, 1937. Iowa.

1235. Spradlin, Simon Bolivar. Studies in the history of history teaching. Doctor's, 1936. Oklahoma.

Studies the textbook, lecture, topical, source, problem, and the project-unit methods of teaching history in the United States from 1834 to date. Shows that the textbook method has been a consistent method of teaching history during this entire period, and that the other methods were inaugurated in many cases to correct a real or imaginary defect in the textbook method.

1236. Sugden, W. E. Problems, generalizations, and concepts basic to an American history curriculum. Master's, 1937. Colo. St. Coll. of Ed.

1237. Warren, Gile J. A development of units in senior American history on the Morrison plan. Master's, 1937. Colorado. (Abstract in: University of Colorado studies, 25: 111-12)

Develops a series of nine units, sufficiently comprehensive to include the major elements in the entire course of American history, and uses them in teaching juniors and seniors in the Westwood, N. J., high school.

1238. Warren, Mary F. Relative values in the use of the workbook and the notebook in the teaching of American history. Master's, 1937. Colo. St. Coll. of Ed.

1239. White, Millie M. Certain phases of a professionalized study of history in high school. Master's, 1937. Tennessee. 225 p. ms.

1240. Wiedefeld, Mary Theresa. An experimental study in developing history reading readiness with fourth grade children. Doctor's, 1937. Johns Hopkins. 132 p. ms.

1241. Wiles, Minnie Lillian. The expansion of Europe as a unit of instruction in world history. Master's, 1937. Peabody. 48 p. ms.

## CIVICS

†1242. Burton, William H., Burton, Virginia N. and others. Children's civic information, 1924-1935. Los Angeles, University of Southern California press, 1936. 307 p. (Southern California education monographs, no. 7)

Attempts to determine the nature and amount of civic information possessed by American children of intermediate and junior high school levels; to determine what differences exist in the nature and amount of civic information possessed by certain regional, racial or national, and economic groups within the total group examined; to determine what differences exist between the sexes in civic information; the nature of growth in civic information from grade to grade; what changes took place in the funds of information possessed during the decade, 1924-1934; the general sources from which the pupils derive their information; and to explain and interpret the conditions revealed by the study.

1243. Everill, Royal Burdette. A comparison of the effectiveness of the lecture and reading methods of presenting content in ninth grade civics. Master's, 1937. Iowa.

1244. Long, Frederick W. The study of a city as a project technique in teaching eighth grade civics. Master's, 1937. Kans. St. T. C., Pittsburg. 99 p. ms.

Concludes that the project, which in this case consisted of the writing of a newspaper feature story concerning the city of Picher, Oklahoma, is applicable to the teaching of civics in the eighth grade.

\*1245. McCormick, Mary. Vocational civics in the public schools of New Jersey. Master's, 1937. St. T. C., Upper Montclair. 65 p. ms.

Attempts to determine to what extent 11 selected public high schools of New Jersey and the Essex county boys vocational school in Newark, are interpreting the basic philosophy of vocational civics. Finds that vocational civics is being carried on to a greater or lesser degree in each of the school districts visited.

1246. Nesbit, Allegra Mary. The development of citizenship training through student participation at Lew Wallace school, Gary, Indiana. Master's, 1937. Chicago. 115 p. ms.

1247. Pugh, Jesse Joseph. Civic education from the standpoint of democracy. Doctor's, 1937. Ohio State. (Abstract in: Ohio state university. Abstracts of doctors' dissertations, no. 23: 119-26)

Formulates a philosophic basis for civic education in the American secondary school. Shows that our confusion as to the place of government in our social and economic life

is largely due to the failure of our habits of thinking to keep pace with changes that have occurred in the governmental situation. Sets forth a view of democracy as an individual's right to exercise some freedom of choice in the realm of social patterns, even though this freedom may result in the remaking of the social order, and that it is the chief business of democracy to provide for the continuous growth of the individual. Shows that the civics program should be based on the proposition that individuals learn through participation in social activities and ideas; that civics education should permeate the whole program of the school; that civics as a definite study should be made to deal with problems, the difficulty of the problems to become progressively greater as the student ascends the scale of grades; that pupils should be assisted in the endeavor to see the problems from an all-round point of view and to apply the principle of democracy to the present governmental situation.

1248. Thomas, Leo Lester. Development, trends and procedures in advanced high school civics. Master's, 1937. South. Methodist. 98 p. ms.

Studies the nature of advanced civics courses offered in high schools of the various states. Offers outline of a proposed course in civics for Texas high schools.

1249. Wesner, Gordon E. The experimental comparison of a supervised study method with the conventional recitation method of teaching Freshman civics. Master's, 1937. Kansas.

#### ECONOMICS

\*1250. Games, Frank Swett. Economics in the high school with a suggested functional course. Master's, 1937. Boston Univ. 136 p. ms.

Surveys the rise of the social science subjects in the various parts of the United States; the status and trend of economics as taught in the senior high schools of Massachusetts; textbooks to determine how fully they meet the demands of economic democracy; apparent needs in the present teaching of economics. Develops a functional course in economics.

\*1251. McCarthy, Mary Katherine. Vitalizing the dismal science (non-text-book reading materials for the development of certain basic economics concepts) Master's, 1937. Boston Univ. 92 p. ms.

Studies the need for the teaching of economics in the senior high school; the status of economics in the senior high schools of Massachusetts; evidence that economics and politico-economic concepts are not presented in the schools in a way to develop interest and understandings; selection of concepts to be developed by reading materials; treatment of concepts selected in present day economics course; and pamphlet and periodical reading references to develop an understanding of the concepts of capitalism, democracy, fascism, socialism, communism, economic planning, social security, agricultural problems.

1252. Mednick, L. A course of study in the survey of economics. Master's, 1937. Coll. of the City of New York. 51 p. ms.

Develops a course of study in the survey of economics based on the newspaper as the sole text and designed for secondary school students who are not preparing for college, for college students whose time is taken up with other studies, and for adults who have returned to school.

1253. Rich, Buford L. Panics and depressions as a unit of instruction. Master's, 1937. Peabody. 57 p. ms.

1254. Robbins, Irving. A democratic purpose for higher education with its implications for an elementary course in economics. Master's, 1937. Ohio State.

1255. Schalk, John E. A course of study in high school economics illustrating correlation with other subjects. Master's, 1937. Iowa.

1256. Sullivan, Virginia Mae. A comparative study of the economic information possessed by high school freshmen and seniors. Master's, 1937. Southern California.

1257. Vawter, James P. Does American history help an eleventh grade high school student understand present day economic problems? Master's, 1937. Kans. St. T. C., Pittsburg. 62 p. ms.

Concludes that the high school student who has completed a course in American history has a wider comprehension of economic problems; and that the degree of progress in economic achievement is not affected by the size of the school, the sex of the pupil, or the training and interests of the instructor.

## POLITICAL SCIENCE

1258. Bartlett, Leonard Irving. The development of a public relations program for the Modesto, California, public schools. Master's, 1937. Stanford.

\*1259. Featherstone, Alta Vaughn. Rise and development of democracy: a unit of instruction. Master's, 1937. Peabody. 70 p. ms.

1260. Freeburg, Charles Wesley. An activity basis for the high school course in American government. Master's, 1937. New Mexico. 108 p. ms.

\*1261. Haddow, Anna. History of the teaching of political science in the colleges and universities of the United States, 1636-1916. Doctor's, 1937. George Washington. 407 p. ms.

Traces the beginnings of instruction in political science in colleges and universities of the United States and the final emergence of political science as an independent discipline.

\*1262. Millard, Thomas N. A survey of attitudes concerning suggested topics in American government as given by adults in Chautauqua county, Kansas. Master's, 1937. Kansas. 85 p. ms.

Attempts to answer the questions: do adults object to high school boys and girls being taught about the principles of government that adults do not accept; do women differ from men in what should be taught about issues in American government; how do men and women enrolled as graduate students differ from other groups in their attitudes toward teaching certain controversial issues; and should teachers of government be franker with their analysis and treatment of controversial questions? Shows that many people are swayed by propaganda of organized groups; that it is a difficult problem to prepare a suitable curriculum for the teaching of American government in the schools; and reveals the necessity for seeking scientifically specific information on habits, attitudes, and ideals that should be taught in a course in American government.

\*1263. Neis, Charles P. A survey of the attitudes of students of American government in the Coffeyville high school for the years 1928-1936. Master's, 1937. Kansas. 52 p. ms.

Attempts to determine what subject matter should be included in a high school American government course; what subject matter should be stressed in teaching government; and what practical value the subject matter has. Shows that teaching for good citizenship should be the ultimate aim of an American government course; that social interests and problems should be given emphasis in teaching; that there is a close relationship between the teaching stress and the practical value of all subject matter; that the functions of the government should be stressed more than the structure; that the opinion of non-students, or older groups, and of men and women runs parallel with that of the students.

1264. Pickle, John H. Functional education for democracy. Master's, 1937. Wisconsin.

\*1265. Reed, Helen J. Recent minor party movements in the United States. Master's, 1933. St. T. C., Upper Montclair. 53 p. ms.

Discusses the rise of the Prohibition, Socialist, Populist, and the Progressive parties in the United States, and adapts it to the interests of a high school class in political science.

1266. Tarter, Vernon James. Applied local and state government in Colorado. Master's, 1937. Colorado. (Abstract in: University of Colorado studies, 25: 108)

Provides guide material for the teacher of political science in high school.

1267. Toll, Paul Alden. A critical treatment of the concept of democracy: its clarification and implications for the social sciences. Doctor's, 1937. Ohio

State. (Abstract in: Ohio state university. Abstracts of doctors' dissertations, no. 23: 53-60)

Presents a concept of democracy, and shows the need for a progressive examination of the concept in the social sciences. Shows the need for evaluating institutions or civilizations in terms of their methods of coordinating human endeavor. Recommends the reorganization of the social studies to present a study of human institutions with an evaluation of their purpose and accomplishments in the seventh, eighth and ninth grades; an evaluation and comparison of the outstanding civilizations and periods of change which man has brought about to be taught in the tenth and eleventh years; and beginning in the twelfth year, an intensive study of the political developments and changes that have characterized America's concept of democracy since colonial days.

### PSYCHOLOGY

\*1268. Barmack, Joseph E. Boredom and other factors in the physiology of mental effort: an exploratory study. Doctor's, 1936. Columbia. New York, 1937. 84 p. (Archives of psychology, no. 218)

Attempts to find the effects of the operation of a pursuitmeter for 70 minutes, on accuracy of performance, on oxygen consumption, on interest and attentiveness, and on feelings of pleasantness, strain, irritation and fatigue; and the effects of adding for 90 minutes pairs of six-place numbers, one of the pair being always the same; and taking a series of five higher forms of the Otis self-administering tests for 90 minutes, on oxygen consumption, blood pressure, heart rate, work output, reports of interested-bored, irritated-pleased, peppy-fatigued, relaxed-strained, attentive-inattentive, sleepy-awake, estimation of time and the percent of time spent in daydreaming.

\*1269. Bartlett, Marion B. The auditory threshold in reverie: a study of normal and psychopathic individuals. Doctor's, 1935. Columbia. New York, 1935. 42 p. (Archives of psychology, no. 182)

Describes an experiment conducted with 30 normal college or graduate students, 26 dementia praecox cases, and 24 psychoneurotics.

1270. Becker, Roland Frederick. A study of individual fatigue curves. Master's, 1937. Mass. St. Coll. 260 p. ms.

1271. Brandt, Herman Francis. A study of eye movements in the bidimensional plane and their psychological implications. Doctor's, 1937. Iowa. (Abstract in: University of Iowa. Series on aims and progress of research, no. 52)

1272. Bruhns, Lucile Grace Marie. Some modern trends with respect to disputable usages. Master's, 1937. Michigan.

1273. Bunn, John William. A practical method for the classification of activities according to their intensity and duration. Master's, 1937. Kansas.

1274. Burns, Zed H. The effect of practice on individual differences under varying conditions of motivation. Doctor's, 1937. Cincinnati. 122 p. ms.

Reports two experiments, each with control and experimental groups, on the effects of practice upon variability in performance. The major experimental factor was change in the character and intensity of motivation. Code writing and addition were the functions studied, using 190 students in a state teachers college and a municipal university as subjects. Finds that in general, practice tended to reduce variability within the groups studied, but the degree of change in variability is a function of the character of the motivation provided, the activity practiced, and the distribution of the practice.

1275. Cahalan, Ellen Johnson. The consistency of esthetic judgment. Master's, 1937. Iowa.

\*1276. Clapp, James Gordon. Locke's conception of the mind. Doctor's, 1937. Columbia. New York, 1937. 122 p.

1277. Clapp Wilfred F. The relationship between certain kinds of memory span and reading ability. Master's, 1937. Michigan.

1278. Cofer, Charles Norval. The temporal relationship between brain and certain neuro-muscular rhythms. Master's, 1937. Iowa.

†1279. Ford, Adelbert. Perceptive errors in time judgments of behavior. Bethlehem, Pa., Lehigh university, 1937. 26 p. (Lehigh university publications, vol. 11, no. 118) Institute of research circular no. 133. Science and technology, no. 113) (Reprinted from Journal of experimental psychology, 20: 528-51, June 1937)

1280. French, Luella Whitney. Some factors in the relation of intelligence and mechanical ability. Master's, 1936. Columbia.

1281. Gansl, Irene. The delayed reaction in children. Master's, 1936. Columbia.

1282. Gottlober, Abraham Ber. Study of some factors determining brain potential pattern. Doctor's, 1937. Iowa. (Abstract in: University of Iowa. Series on aims and progress of research, no. 52)

Records brain potentials of 15 complete families, comprising 73 people; compares parents and children to determine whether relationships existed. Concludes that children show no definite relations to either parent. Studies the brain potential patterns of 67 men and women at the extremes of introversion and extroversion. Indicates that persons with the extroverted type of personality had the dominant and subdominant type of alpha rhythm a reliably greater percentage of the time than they had the mixed or rare type of alpha rhythm.

1283. Halkyard, Jane Marie. An investigation to discover the influence of home conditions on changes in mental ability. Master's, 1937. Chicago. 34 p. ms.

1284. Hammes, George Albert. Reminiscence: auditory presentation. The influence of age and time-interval on reminiscence. Master's, 1937. Catholic Univ.

Studies reminiscence in 865 children, ages 8 to 14, at 4-, 24-, 48-, and two 72-hour intervals, in which a story was read once to the children and a completion test given after the reading and again after the specified interval. The delayed recall at all intervals for all age-groups was greater than the immediate recall. The 24-hour recall at all ages was superior to the 4-hour, both in percentage of reminiscence and of Ss reminiscing, but not consistently superior to the 48-hour recall. No relation was found between age and reminiscence. An itemized analysis of the 11-year group at all intervals showed an inverse relation between reminiscence and forgetting.

\*1285. Hanawalt, Nelson Gilbert. Memory trace for figures in recall and recognition. Doctor's, 1937. Columbia. New York, 1937. 89 p. (Archives of psychology, no. 216)

Attempts to determine factors responsible for change in the memory trace with the passing of time.

1286. Heffernan, Sister M. Felicita. Retention during day and night intervals. Master's, 1937. Catholic Univ. 27 p. ms.

Studies 252 orphanage children, ranging in age from 8 to 15 years inclusive, to ascertain the degree of retention of un-connected material over day and night intervals of 24 hours each. The control and experimental groups were subdivided into recall and recognition groups. Concludes that recall, by children, of serial lists after a 24 hour interval is hindered more by a day's waking activities than by an equal period of rest; the greater retention when rest follows learning is due partly to an increased tendency to reminisce and partly to a decreased tendency to forget; rest neither significantly promotes nor inhibits reminiscence when retention is measured by the recognition method. Provides further proof that forgetting is a result of interference rather than mere disuse.

\*1287. Henley, Eugene H. Factors related to muscular tension. Doctor's, 1935. Columbia. New York, 1935. 44 p. (Archives of psychology, no. 183)

Attempts to measure specific muscular tension in normal and psychopathic men and women, to determine the effect upon this tension of the introduction of mental tasks, and to study the variability in these tensions.

1288. Homewood, Jean Margaret. The immediate and delayed effects of smoking on visual accommodation time. Master's, 1937. Wellesley.

1289. Kellett, Kathryn. A Gestalt study of the function of unity in esthetic perception. Master's, 1937. Iowa.

1290. Kitze, Theodore J. Emotions. Doctor's, 1937. Wisconsin.

1291. Knight, Otis Dewey. The role of the figure-ground relation in perceiving and memorizing visual forms. Doctor's, 1936. Ohio State. (Abstract in: Ohio state university. Abstracts of doctors' dissertations, no. 21: 195-204)

1292. Knox, Agnes Graham. Developmental factors in introversion and extroversion. Master's, 1937. Michigan.

1293. Leary, Sister M. Eulalia. Retention over day and night intervals among children. Master's, 1937. Catholic Univ. 41 p. ms.

Attempts to determine the comparative effect of sleep and waking on the retention of a story by children after an interval of 24 hours by the methods of recall and recognition, using 173 boys, ranging in age from 11 to 16, as subjects. Indicates that retention as measured by recall is greater when asleep rather than a day of waking activity immediately following the presentation of the story. Supports the hypothesis that forgetting is due, not to disuse, but to the disrupting influence of subsequent impressions on those that precede.

1294. Locke, Esther S. Perceptual factors in motor learning. Master's, 1937. T. C., Col. Univ. 20 p. ms.

\*1295. Long, Louis. A study of the effect of preceding stimuli upon the judgment of auditory intensities. Doctor's, 1937. Columbia. New York, 1937. 58 p. (Archives of psychology, no. 209)

Demonstrates that under certain conditions, stimuli oppose each other in such a way that a weak stimulus preceded by a stronger one is judged weaker than it is, and vice versa.

1296. McDonald, Rev. J. Robert. Forgetting during sleep and waking. Master's, 1937. Catholic Univ. 25 p. ms.

Compares the rate of forgetting of unconnected material by the methods of reproduction and of recognition over two periods of 10.5 hours, of which one was occupied with waking activities and the other devoted mostly to sleep. Uses in the two groups 64 graduate students, divided into four equivalent groups; a night and day group for the reproduction tests and two similar groups for the recognition tests.

1297. McGarvey, John W. Aspects of change in students' behavior resulting from the study of introductory psychology. Doctor's, 1937. Yale.

\*1298. McLaughlin, Sister M. Carmella. A critical analysis of the content of psychology as taught in schools of nursing. Master's, 1936. Catholic Univ. Washington, D. C., Catholic university of America, 1936. 43 p. (Studies in nursing education, vol. 1, fascicle 4)

Describes an experiment in which an achievement test in psychology, based on an analysis of two textbooks used by most of the schools in the study, was administered to 400 students enrolled in 18 different nursing schools in various sections of the country. Finds practically no relation between average attainment of the class and either class size or age of the student; finds a positive correlation between achievement and the number of formal class hours devoted to class instruction, and between achievement and intelligence of the students.

\*1299. Manske, Arthur J. The reflection of teachers' attitudes in the attitudes of their pupils. Doctor's, 1934. T. C., Col. Univ. New York, Teachers college, Columbia university, 1936. 67 p. (Contributions to education, no. 702)

1300. Patterson, Ruth Hartford. A comparison of the abilities of children to concentrate in the presence of distraction. Master's, 1937. Chicago. 100 p. ms.

1301. Price, Mildred Thelma. The relative difficulty of comprehending detailed vs. generalized statements. Master's, 1937. Iowa.

1302. Rasmussen, Grant W. The invert personality. Master's, 1937. Utah.
- \*1303. Remmers, H. H., ed. Further studies in attitudes, series 2. Lafayette, Ind., Purdue university, 1936. 298 p. (Bulletin of Purdue university, vol. 37, no. 4. Studies in higher education, 31)

Contents: (1) Children's attitude toward law as influenced by pupil self-government, by Sister Fridiana Peters and Sister M. Rosanna Peters, p. 15-26; (2) Relationship of pupil attitudes toward social topics before and after studying the subjects, by Richard M. Bateman and H. H. Remmers, p. 27-51; (3) Teaching poetry appreciation, by J. Edwin Hadley, p. 52-54; (4) Effect of printed social stimulus material upon the attitudes of high school pupils toward the Negro, by Donald Peregrine, p. 55-69; (5) Attitudes toward certain proposed social actions as affected by defined educational content, by Robert McConnell, p. 70-104; (6) Measuring the effect of a lecture on attitudes toward the League of Nations, by H. H. Remmers, p. 105-108; (7) Changing attitudes toward a racial group, by H. H. Remmers and C. L. Morgan, p. 109-14; (8) Socially significant attitude objects, by E. Porter Horne, p. 117-26; (9) Relationship between certain attitudes of parents and children, by T. D. Peterson, p. 127-44; (10) Student attitudes toward basic freshman college subjects and their relation to other variables, by H. H. Remmers, A. D. Taylor, and K. E. Kintner, p. 145-76; (11) Validation and application of a scale of attitude toward vocations, by Charles C. Sigerfoos, p. 177-91; (12) Study of certain attitudes of Negro junior high school pupils, by Charles Thomas Taylor, Jr., p. 192-202; (13) Survey of attitudes toward recent economic policies, by H. H. Remmers, W. V. Owen and Ida B. Kelley, p. 203-13; (14) Attitude of high school pupils toward various methods of discipline, by Charles E. Corbin, p. 214-24; (15) Curricular material and measuring devices for teaching appreciation of poetry, by H. H. Remmers and J. Edwin Hadley, p. 227-37; (16) Construction and evaluation of a scale for measuring attitude toward any teacher, by Loyal D. Hoshaw, p. 238-51; (17) Construction and evaluation of a scale to measure attitude toward any proposed social action, by Dorothy M. Thomas-Baines, p. 252-58; (18) Construction of a three-racial scale for the measurement of attitudes toward any existing or proposed social activity, by M. L. Hawkins, p. 259-74; (19) Construction and evaluation of a scale to measure audience attitude toward any play, by Mildred Dimmitt, p. 275-82; (20) Ranking of attitude object categories by different populations, by E. Porter Horne, p. 283-90; (21) Reliability of generalized attitude scales as related to length of scale, by John Hancock, p. 291-98.

- \*1304. Robinson, Mary. Work decrement as affected by three kinds of meaningfulness. Doctor's, 1937. Chicago. Journal of experimental psychology, 22: 124-49, February 1938. (Reprint)

- †1305. Rosanoff, Aaron J., Handy, Leva M., and Plesset, Isabel B. The etiology of mental deficiency with special reference to its occurrence in twins: a chapter in the genetic history of human intelligence. Princeton, Psychological review company, 1937. 137 p. (Psychological monographs, whole no. 216. Vol. 48, no. 4)

Reports observations of 366 pairs of twins with mental deficiency in one or both twins of each pair. Suggests a classification of the etiologic factors of mental deficiency. Presents case records of 126 pairs of monozygotic twins. Concludes that mental deficiency and some of its complicating conditions are more common in the male than in the female sex; that the sex distribution of intelligence is unequal; that about one-fifth to one-fourth of the difference between the sexes is attributable to sex-linked genetic factors of intelligence; and that the remainder of the difference is attributable to the relatively greater cerebral vulnerability of male fetuses which renders males more liable to develop relative or absolute mental deficiency as a result of cerebral birth trauma.

- \*1306. Ross, Cecil L. Psychology known by high school seniors. Doctor's, 1937. New York. 200 p. ms.

Analyzes data secured from 1,556 high school seniors in 14 high schools in New Jersey, and from 336 college students who had completed a college course in introductory psychology. Constructs a psychological test which was administered to the high school and college groups. Data indicate that the high school seniors who had not had courses in psychology had knowledge of psychology. Suggests that students be given a test to determine their knowledge of psychology at the beginning of their college course in psychology, and that the results of the test be used in determining the contents of the course.

1307. Schroeder, William Henry. The influence of generalization upon the learning of a motor skill. Master's, 1937. Cincinnati. 54 p. ms.

Reports an experiment on transfer of training with experimental and control groups comprising 90 boys aged 12 to 16 years. Results in part substantiate, and in part deny the theory of transfer by generalization as conventionally phrased.

1308. Shepard, Eugene L. An investigation of the phenomenon of reminiscence in motor learning. Master's, 1937. Kana. St. T. C., Emporia. 33 p. ms.

1309. Steckle, L. C. Single versus multiple exposure in the rapid memorization of visual forms. Doctor's, 1937. Ohio State. 100 p. ms.

Tests the conditioned reflex theory as applied to the learning of digits. Finds that training is more important to the total process than is variation in stimulus.

1310. Steiner, Matilda Elizabeth. A study of worry-behavior. Master's, 1936. Columbia.

1311. Sullivan, Arthur A. Retention of meaningful material during sleep and waking. Master's, 1937. Catholic Univ. 28 p. ms.

Describes and gives the results of an experiment conducted to compare the amounts of retention of meaningful material, a paragraph of prose, during sleep and waking, to see whether more was forgotten after a waking interval of 10½ hours than after the same interval of sleep. The subjects were 64 graduate students, divided into four equivalent groups; a night and a day group for the recognition tests and two similar groups for the recall tests. Shows that more of what was originally learned is retained after a period of sleep than after an equal period of waking and mental activity. This is reliably true for the recall tests, but in the case of the recognition tests no such definite conclusion may be drawn.

1312. Ter Keurst, Arthur John. Comparative superstitionness of delinquent and non-delinquent boys. Journal of criminal law and criminology. (College of Emporia)

1313. Wiesenburg, A. J. The implications of Gestalt psychology for the teaching of geometry. Master's, 1937. Coll. of the City of New York. 125 p. ms.

Evaluates Gestalt psychology as a theoretical basis for classroom procedure in the teaching of plane geometry in the secondary schools of New York City. Shows that greater stress should be placed upon the orientation of the learner; the ascendancy of assignment over activity pattern should be proportional to the maturation of the learner; a survey providing a first view of the course, should lead to natural units appropriately spaced, and each unit by preview and exploration should lead to specific activities; the thinking technique should be stressed, proceeding from general to geometrical situations; solid geometry can effectively precede or parallel plane geometry; required theorems should be a minimum, constituting an organic system; teaching should consider analytical and synthetical learning attitudes; and new organizations of original exercises are needed.

#### MUSIC EDUCATION

1314. Archie, Monie B. Music curriculum for rural schools. Master's, 1937. Wisconsin.

1315. Arnold, Iris Virginia. Hymns for intermediates and seniors. Master's, 1937. Hartford.

1316. Black, Frederick L., Jr. An investigation of the methods of memorizing employed by piano students. Master's, 1937. Ind. St. T. C. 58 p. ms. (Abstract in: Teachers college journal, 8: 94-95, July 1937)

Finds that of the 140 students reporting, 18 used one method of memorizing, 39 used a combination of two methods, 43 used a combination of three methods, and 45 used a combination of four methods.

1317. Black, Lona. The relation between music education and community music. Master's, 1937. Cincinnati.

1318. **Blind, E. E.** The effect of special practice upon a selected group of monotones. Master's, 1937. Cincinnati. 115 p. ms.

Reports favorable results from the administration of simple drills to 19 monotones aged 8 to 9 years.

1319. **Burriss, Walton S.** The development and present status of instrumental music in the public schools of the state of New Jersey. Master's, 1937. Temple. 186 p. ms.

Studies the history, composition and status of bands and orchestras in the public schools of New Jersey. Finds that the majority of schools investigated have had orchestras since 1926; that the average enrollment of bands is 45; orchestras 44; instrumental classes, 88; average number of rehearsals is 2 a week.

1320. **Carter, Carl Sutton.** A consideration of method in instrumental music in American public schools. Doctor's, 1937. Wisconsin.

1321. **Christensen, Arden Hans.** Certain trends in vocal music teaching methods. Master's, 1937. Southern California.

1322. **Coryell, Mrs. Edith.** Course of study in music for graded schools, including the first year of high school. Master's, 1937. Detroit Inst. of Music. Art. 300 p. ms.

1323. **Davis, Henrietta Kenney.** A course in music education for elementary schools. Master's, 1937. Ohio State. 170 p. ms.

1324. **Elliott, Lois Amelia.** A survey of the musical interests of junior and senior high school pupils. Master's, 1937. Southern California.

1325. **Ellison, Josephine.** Music course of study for the junior high school. Master's, 1937. Jordan Conservatory. 49 p. ms.

Formulates a course of study to be used as a guide in the general music classes, elective music classes, and music clubs at Parkland junior high school, Louisville, Ky.

1326. **Flaksman, Alice M.** The place of music in the vocational schools. Master's, 1937. T. C., Col. Univ. 50 p. ms.

Reveals a lack of uniformity in aims, procedures, and content of music in vocational schools.

\*1327. **Freeman, Warren Samuel.** A critical study of music education in the state teachers colleges of Massachusetts. Master's, 1937. Boston Univ. 110 p. ms.

Describes the music courses and the amount of credit offered for each course, the musical extracurricular activities, the physical equipment of the college which aid in the teaching of music, size of classes in relation to the size of the college, opportunities for practice teaching and observation, and the needs and opportunities for instrumental and applied music in the state teachers colleges of Massachusetts. Compares the data with a proposed program for the training of elementary teachers in music for grades 1 to 6.

1328. **Funk, Mary Pauline.** An analysis and evaluation of basic parallels common to music and visual art. Master's, 1937. Southern California.

1329. **Geeting, Corinne Nelson.** An investigation of current trends in exploration, correlation and integration, and appreciation of music on the secondary school level. Master's, 1937. Southern California.

1330. **Hackett, Mossie Lee.** Analysis and fundamentals of rhythmic composition as related to music. Master's, 1937. Peabody. 52 p. ms.

Studies music in relation to the dance, and finds a need for physical education teachers to have a knowledge of music.

1331. **Harris, James Lowell.** The correlation of music and religious education in the church. Bachelor of Divinity, 1937. Union Theological.

1332. Havlovic, Arthur John. A study of boys' voices and song material in the senior high school. Master's, 1937. Cincinnati. 40 p. ma.

Reports data on range of voices of 970 boys in grades 10, 11, and 12, and on tonal range required by songs used in the music program at these grades, showing marked discrepancies between the abilities of the boys and what is expected of them.

1333. Hayes, Ordesta N. An investigation of the musical capacity of the pupils of the laboratory school of Indiana state teachers college as shown by the Seashore talent tests. Master's, 1937. Ind. St. T. C. 46 p. ma. (Abstract in: Teachers college Journal, 8: 95-96, July 1937)

Finds little relationship between music grades and music talent except in the two highest capacity groups. Prepares three programs to meet the needs of individual pupils, two of which are planned for the pupils of the lowest talent group, and the other for pupils in the highest talent group.

1334. Hereford, Ada. A study of sight reading in elementary music education. Master's, 1937. Peabody. 121 p. ma.

1335. Hoffmann, Arnold E. Credit course in applied music. Master's, 1937. Ohio State. 71 p. ma.

Finds that applied music study in the public schools of Ohio has been ineffective due to inefficient organization and administration.

1336. Holt, Charles William. Provisions for band instruction in state courses of study for high schools. Master's, 1937. Chicago. 76 p. ma.

\*1337. Holtzclaw, Dovie V. A study of the relationship between intelligence and the ability to sing in tune as judged by classroom teachers. Master's, 1937. Syracuse. 60 p. ma.

Measures the relationship between the ability to sing in tune as judged by 370 classroom teachers, with intelligence scores earned by 2,000 school children in grades 2 through 7 in public schools of San Antonio, Waco, Dallas, and Fort Worth and from the demonstration schools of three Texas state teachers colleges located at Denton, San Marcos and Canyon. Finds a definite relationship between intelligence and the ability to sing in tune.

1338. Hummel, Paul. Problems in arranging Mozart's *Sonata in A minor* for piano (K. 310) for high school orchestra. Master's, 1937. Iowa.

1339. Irwin, Muriel Genevieve. An adaptation of selected classical song material for junior high school. Master's, 1937. Iowa.

1340. Jameson, Karis. Analysis of selected children's and youth choirs. Master's, 1937. Presbyterian College. 106 p. ma.

1341. Kendall, William Raymond. Administration of college and university music. Master's, 1937. Stanford.

1342. Kintz, Marion. Course of study in music for junior high school grades 7, 8, and 9. Master's, 1937. Detroit Inst. of Music. Art. 100 p. ma.

1343. Lazareff, Elizabeth Selma. The effect of repetition on enjoyment of simple and complex musical compositions. Master's, 1936. Columbia.

1344. Leedy, Clifford E. An evaluation of the music curricula in the seven state teachers colleges of California. Master's, 1937. Southern California.

1345. McCarthy, Alice V. Teaching problems in junior high school vocal music. Master's, 1937. Iowa.

1346. McCorkle, T. S. Music in Greek life and some of its educational implications. Masters, 1936. South. Methodist. (Abstract in: Southern Methodist university. Abstracts of theses, 1937: 14-15)

Finds that the Greeks contributed to the scientific and artistic development of music; that music was an integral part of every phase of Greek life; and that their conception

of music and their use of it merited the opinion of eminent Greek philosophers to the effect that an intelligent, non-technical knowledge of music was essential to the citizenship of an ideal commonwealth. Suggests that music be taught to the American layman as a literature.

\*1347. McEachern, Edna. A survey and evaluation of the education of school music teachers in the United States. Doctor's, 1936. T. C. Col. Univ. New York, Teachers college, Columbia university, 1937. 183 p. (Contributions to education, no. 701)

Analyses critically the present practice in the education of school music teachers, and evaluates it by criteria validated by a jury of superior educators of school music teachers, and by the expressed professional needs of school music teachers in the field. Sets up a provisional program for the education of school music teachers.

1348. McEldowney, Robert. Problems in arranging Mozart's Sonata (K 309) for high school orchestras. Master's, 1937. Iowa.

1349. Mollno, Stella Delores. An analytical comparison and evaluation of two courses of study in music education for the elementary school. Master's, 1937. Detroit. 60 p. ms.

Compares courses of study in music education in Detroit and in Pittsburgh

\*1350. Moor, A. P. The library-museum of music and dance: a study of needs and resources, leading to suggestions for an educational program. Doctor's, 1937. T. C. Col. Univ. New York, Teachers college, Columbia university, 1938. 186 p. (Contributions to education, no. 750)

Provides an historical and theoretical basis for a museum of musical arts; attempts to discover the needs in America's musical life which such a museum could help to meet, and to discover the practical techniques available for its educational program. Discusses music education, public performance and practice, composition, musical literature, research, publication and musical trades, promotional organizations, the philosophy of music, international exchange of ideas, exhibits, and personnel, opera in English, and decentralization of music.

1351. Munro, Kathleen. The role of music in the development of educational thought among the early classical Greeks. Doctor's, 1937. Washington. 190 p. ms.

1352. Oster, Raymond Granville. A survey of selected cornet literature. Master's, 1937. Jordan Conservatory. 255 p. ms.

Intends that the compositions be used as collateral materials for junior, intermediate, and conservatory levels of study, in conjunction with recognized texts. Discusses the history of the cornet, and materials for the instrument.

1353. Owens, Lois Claire. The effect of scales and finger exercises on pupil progress. Master's, 1937. Denver. 54 p. ms.

Attempts to determine which of two methods of teaching piano is the more effective with equivalent groups of 32 beginning piano students. Indicates that scales and finger exercises retard the progress of children beginning piano study, and a larger percentage of pupils would continue lessons during the first year of study if technical material was omitted from the lesson assignments.

1354. Palmer, Hugh E. Some problems and procedures in teaching the bassoon in the secondary schools. Master's, 1937. Western St. Coll. 69 p. ms.

Studies reports from 40 different school systems in the United States. Finds that there are many problems in the teaching of the bassoon; that fingering charts are not uniform; that the instruments are not uniform; that pupils have to find out for themselves how to trim the reeds, as few people know how to do it; and that few people know where to obtain the music for the bassoon.

1355. Pardue, Marie. The allocation of public school music items among the grades. Master's, 1937. Tennessee. 78 p. ms.

1356. Plumb, D. D. The relative influence of music versus lyrics upon children's choice of songs. Master's, 1937. Colo. St. Coll. of Ed.

1357. Rabson, Grace Rubin. The influence of analytical pre-study in memorizing piano music. Doctor's, 1937. T. C. Col. Univ.

\*Contrasts four methods of learning-memorizing piano music used by 24 adult music students, ranging in age from 17-54, whose formal piano instruction ranged from 4-16 years. Finds that analytical study of musical material before keyboard practise produces learning markedly more economical than learning directly at the keyboard.

1358. Behor, Josephine Lovina. The use of music by junior high school students. Master's, 1937. Southern California.

1359. Rugg, Glennys. A survey of piano instruction in selected schools. Master's, 1937. Iowa.

1360. Schwaiger, Theo. Relationships of scholastic achievement and general intelligence of music and non-music pupils. Master's, 1937. Southern California.

1361. Schwin, Helen. A critical discussion of certain phases of high school music contests. Master's, 1937. Iowa.

1362. Scott, Elva. The musical interests of retarded children. Master's, 1937. Baylor. 155 p. ms.

1363. Sellick, Charles Watson. A proposed reorganization of vocal music in South San Francisco. Master's, 1936. Stanford.

\*1364. Silverman, Lewis. Guides for a music program in playground situations. Master's, 1937. New York. 58 p. ms.

Studies the music interests of 100 boys of 12, 13, and 14 years of age in selected playgrounds of Newark, N. J.

\*1365. Silvey, Clel Thurman. A study of personal reactions to the solmization method of teaching music reading. Doctor's, 1937. Peabody. Nashville, George Peabody college for teachers, 1937. 82 p. (Contributions to education, no. 193)

Administers a questionnaire on singing experience and training to 934 high school students, 337 college students, and 533 adult musicians from church choirs and municipal vocal organizations. - Finds that solmization was rated fourth as a contributory factor in music reading by high-school students, and fifth by college and adult singing groups.

1366. Smith, Eula Reba. A study of the achievement of pupils in high school instrumental music. Master's, 1937. Kansas.

1367. Stout, Barrett. The harmonic structure of vowels in singing in relation to pitch and intensity. Doctor's, 1937. Iowa. (Abstract in: University of Iowa. Series on aims and progress of research, no. 52)

1368. Trent, Louise Kinzel. Music in the nursery school. Master's, 1937. Tennessee. 93 p. ms.

Includes a history of the nursery school movement in Europe and the United States; and principles guiding the procedure with little children; trends toward music in the first years. Studies the influence of training on the musical ability of young children. Shows that children grow musically; individual differences in the nursery school child are just as great as for the older children; music interest grows through stimulation offered by a musical environment combined with freedom to choose; music should be chosen from the child's standpoint and not the adult's; it should come from the child's activities and interests; a simple approach to the teaching of music in the nursery school would be from the singing of many songs, listening to much music, and rhythmic games and songs.

1369. Varnum, Glen M. Factors related to success in instrumental music. Master's, 1937. Okla. A. & M. Coll.

1370. Vincent, John N. jr. The diatonic modes in modern harmonic practice. Doctor's, 1937. Harvard. 750 p. ms.

Shows that all the diatonic modes used by the Greeks and the church of the Middle Ages have survived and are in use today although with changed concepts. Finds that the practice has become so because it is so well organized that it may be reduced to theory.

1371. **Warren, Catherine.** Music in the rural Tennessee W. P. A. recreation program. Master's, 1937. Peabody. 57 p. ms.

## ART EDUCATION

1372. **Arnold, Vera B.** A procedure in mural painting. Master's, 1937. Colo. St. Coll. of Ed.

1373. **Bradley, Mary Frances.** Guidance in art experiences of children of nursery school age. Master's, 1937. Peabody. 58 p. ms.

Shows that the child is at first mainly interested in the motor activity involved in the use of materials; that drawing is a language for very young children; that the teacher is concerned primarily in guiding the child to independence in the use of art material; and that the value of the experience to the child lies in the faculties developed in the doing.

1374. **Clair, Marguerite Birch.** The perception of advanced aesthetic qualities in painting. Master's, 1937. Iowa.

1375. **Clement, Ralph David.** A philosophy for the teaching of art appreciation. Doctor's, 1937. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 13: 60-67)

Discusses experimentation in art, psychology and philosophy in art; presents a philosophy of art, discussing ~~and~~ the artist, the aesthetic experience, and beauty. Shows that art appreciation teaching must be philosophical in spirit, must use a flexible formula to avoid too much emphasis upon precise rules for analyzing elements in works of art. Applies the philosophy of art to education by presenting an analysis in art appreciation, history in art appreciation, procedures in art appreciation, and art appreciation in the school and community. Presents guides which will be useful in setting up an art appreciation curriculum.

1376. **Cossmo, Elmer M.** Principles and practice in university art teaching. Master's, 1937. Iowa.

1377. **Curley, Lela Maude.** A course in art appreciation for grades 7 and 8. Master's, 1936. Stanford.

1378. **Faulkner, B. W.** Terra cotta in the school art program. Master's 1937. Colo. St. Coll. of Ed.

1379. **Foust, Lyman C.** A survey to find the preferences and probable art needs of the sixth grade child in Indiana: Master's, 1936. Ind. St. T. C. 122 p. ms. (Abstract in: Teachers college journal, 8: 76, July 1937)

Studies more than 650 sixth grade pupils in 15 Indiana schools. Shows that sixth grade pupils have preferences and needs in their art work which they have never been allowed to carry on, that most of the pupils enjoy their art work and their parents think it a worth while subject in school.

1380. **Frye, Leslie Edward.** Production of an audio-visio film on instrumental drawing. Master's, 1937. Ohio State. 76 p. ms.

Develops a teaching device for the preparation, orientation, expansion, illustration, review, and testing of instrumental drawing.

1381. **Goodman, Clyde Mae.** Uses of materials in art experiences in the elementary grades. Master's, 1937. Peabody. 37 p. ms.

Analyses 100 units of work which had been developed in the North Carolina public schools. Shows that nature, printed material, sewing and weaving materials, and pictures were the greatest source of art material; that the largest number of art experiences occurred in the lower elementary grades; that there was a decided emphasis on creative

art experiences; and that there was an unequal distribution of functional and appreciation art experiences.

1382. Griffin, Martha Glover. Art instruction in 14 southern liberal arts colleges for women. Master's, 1937. Peabody. 77 p. ms.

Finds art departments ranging from the most progressive to the most conservative types. Studies the number of art instructors, their professorial rank and training, the institutions offering a major in art and requirements for this major, the distribution of hours between history and appreciation of art and the practical or applied studio work.

1383. Hightower, Katye Lou. The relation of a school art program to home improvement. Master's, 1937. Peabody. 123 p. ms.

Attempts to determine the carry over value of a school art program to the improvement of homes of children in grades 1 to 6. Shows that the art experiences of children in school function in their daily life out of school; that the principles of art taught in relation to the child's needs and experiences have raised his standards of taste in the selection of materials; and that a continuous program of art based on the needs of art in every day life will cause a great advance in the standards of good taste in a community.

1384. Ingle, Mary. Factors affecting response to proportion in art. Master's, 1937. Iowa.

1385. Kelly, Myrle E. Art curriculum in junior and senior high schools. Master's, 1937. Oklahoma. 90 p. ms.

1386. Ketten, Bernice L. Direct sources of stimulation for graphic and constructive creative art. Master's, 1937. Peabody. 85 p. ms.

1387. Lait, Fay. The manner in which the drawing process differs for eidetic and non-eidetic children: a quantitative study. Master's, 1936. Hunter.

1388. McCall, Lucie Ann. A workable philosophy for public school art education. Master's, 1937. T. C., Col. Univ. 52 p. ms.

Finds that art education can be effective only when based on the esthetic experiences of children.

1389. Madsen, Donald Heiner. Art ability: its diagnosis and development. Master's, 1937. Yale.

\*1390. Melrose, Annie Simpson. The artistic reputation of Raphael. Master's, 1937. Boston Univ. 136 p. ms.

Surveys Raphael's life and works, and traces briefly the history of criticisms of the artist from his own times through the present day to show how the tone of the evaluations has changed, and to present opinions of later authorities concerning those of earlier years.

1391. Minkel, Elizabeth. The emphasis placed on history of art in secondary school art programs. Master's, 1937. Iowa.

1392. Nichols, Mrs. Alice Welty. An experimental study of certain factors influencing art ability. Master's, 1937. Texas.

1393. St. George, Margaret Warner. An investigation into the color preferences of college students: including a comparison between art students and non-art trained students. Master's, 1937. Denver. 73 p. ms.

Attempts to determine a color preference scale for 500 college students and to establish a rational basis explaining these preferences, using paired groups of 250 art students and an equal number having had no art training. The material studied on the questionnaire included questions concerning the ranking by choice of seven colors from most to least preferred; associations with color; emotional responses to the same; and concepts of color symbolism.

1394. Semmelmeier, Lillian Adella. Integration of the fine arts in secondary school practice. Master's, 1936. Chicago. 88 p. ms.

1395. Snyder, M. Enola. An art activity program for grades one to six for the teacher untrained in the field of art. Master's, 1937. Colorado. (Abstract in: University of Colorado studies, 25: 103)

Presents the art activity program under the topics: illustration, design, paper cutting, marionettes, and puppets.

1396. Walker, Mrs. Margaret McClung. A comparison of the use versus non-use of competitive marking and of formal versus child-centered methods of teaching in the field of public school art: conclusions drawn from a set of experimental units in art conducted in the sixth and seventh grades of the laboratory school of Southwest Texas state teachers college, San Marcos, Texas. Master's, 1937. Southwest Texas St. T. C. 138 p. ms.

Finds that child-centered, non-competitive marking methods of presenting art units were superior to teacher-directed competitive methods of presenting them.

1397. Whealy, Roger D. A photography course for secondary schools. Master's, 1937. Colorado. (Abstract in: University of Colorado studies, 25: 113)

Presents subject matter intended for a semester course as a part of the regular curriculum, and attempts to develop an appreciation of good pictures as well as a mastery of the techniques of photography.

#### DRAMATICS

1398. Billings, Eudora Josephine. A selective guide to actable plays for the junior high schools. Master's, 1937. Stanford.

1399. Brown, Leland. A survey of dramatic clubs in Indiana public high schools. Master's, 1937. Ind. St. T. C. 105 p. ms. (Abstract in: Teachers college journal, 8: 94, July 1937)

Studies replies to questionnaires of 80 sponsors of high school dramatic clubs in Indiana. Finds that 42 percent of the high schools have dramatic clubs, which appeal more to junior and senior pupils than to the younger students, and more to girls than to boys; that the work in the dramatic clubs is fairly well standardized.

1400. Bruckner, Grace E. The children's theater in the junior high school: a source book for junior players. Master's, 1937. Colo. St. Coll. of Ed.

1401. Cavendish, Vina Mae. A survey of materials for a course of study in junior high school dramatic activities. Master's, 1937. Cincinnati. 89 p. ms.

Discusses curricular materials and activities and classifies them by grade level; gives practical hints, glossary and references of value to teachers of dramatic activities in the appendix.

1402. Cunningham, Oza. Analysis of student participation in plays at the University of Iowa. Master's, 1937. Iowa.

1403. Dressler, David. Burlesque as a cultural phenomenon. Doctor's, 1937. New York. 250 p. ms.

1404. Ewing, Florence C. The employment of modern drama for the enrichment of the social studies. Master's, 1937. Ohio State. 138 p. ms.

\*1405. Gohla, Kurt B. Heinrich von Kleists fragmentarisches Trauerspiel *Robert Guiskard—Herzog der Normannen* vollendet im literaturhistorischen und dramatischen Sinne. Master's, 1937. New York. 71 p. ms.

1406. Good, Allene De Lura. Water pageants and their use in educational programs. Master's, 1937. Texas.

\*1407. Helmers, Evelyn E. Dramatics for English teachers: a required course in dramatics should be given in teachers' colleges for prospective junior

high school English teachers. Master's, 1936. St. T. C., Upper Montclair. 50 p. ms.

Discusses the value of dramatics to the teacher, child, school, parents and community; dramatica courses in teachers' colleges; attitudes of some teachers toward dramatics; and presents a suggested course of study in dramatics.

1408. Hovey, Elwyn Paul. Ethical and social values of selected one-act plays. Master's, 1937. Presbyterian College. 180 p. ms.

Studies the ethical and social values of selected one act plays related to the projects of the program for Christian youth building a new world. Finds a decided lack of plays to fit into these areas.

\*1409. Leverton, Garrett H. The production of later (nineteenth century American drama: a basis for teaching. Doctor's, 1936. T. C., Col. Univ. New York, Teachers college, Columbia university, 1936. 130 p. (Contributions to education, no. 677)

\*1410. Manser, Ruth B. The influence of the American actress on the development of the American theatre from 1835-1935. Doctor's, 1937. New York. 359 p. ms.

1411. O'Brien, Sister Mary Siena. Drama in the high school as a means of ethical and aesthetic training. Master's, 1937. Boston Coll.

\*1412. Sanders, Mary Elizabeth. A classified, descriptive, recommended list of plays and pageants for church use. Master's, 1936. Southwestern Baptist. 37 p. ms.

\*1413. Seavey, Marion K. Lady Gregory and her influence on the Abbey theater. Master's, 1937. Boston Univ. 90 p. ms.

Discusses the need for national drama in Ireland during the nineteenth century, the founding of the Irish theater, the Abbey players in America, Lady Gregory's comedies, a one-act tragedy, and the folk-history plays.

\*1414. Thompson, Irwin William. Principles of Elizabethan play production applied to a re-staging of *The Tempest* with a discussion of methods of teaching Shakespeare in high school. Master's, 1935. St. T. C., Upper Montclair. 98 p. ms.

1415. White, Lillian L. The movies as a branch of the drama in the high school. Master's, 1937. Colo. St. Coll. of Ed.

#### SPEECH EDUCATION

1416. Bergh, Florence. Pronunciation drills for college freshmen. Part IV. Master's, 1937. Iowa.

1417. Bohan, Annette. Survey of speech teaching in the New York city high schools. Master's, 1936. Hunter.

1418. Campbell, Mrs. Catherine Keena. Speech education. Doctor's, 1937. Wisconsin.

1419. Canine, Mary Hagen. The speech needs and abilities of pupils in the rural schools of Mercer county, Illinois. Master's, 1937. Iowa.

1420. Conkling, Burton Luther. The speech needs and abilities of freshman students in the College of engineering at the State University of Iowa. Master's, 1937. Iowa.

1421. Danielson, Arlene Othelia. Pronunciation drills for college freshmen. Part III. Master's, 1937. Iowa.

1422. DiCarlo, Louis Michael. An experimental study of assimilation between abutting consonants: an investigation of the degree and the direction of assimilation under varying conditions of rate and accentuation. Master's, 1937. Mass. St. Coll. 70 p. ms.

1423. Dorsey, May. Research problem pertaining to growth and development of the child voice, with course of study. Master's, 1937. Jordan Conservatory. 61 p. ms.

1424. Edgar, Jeannette Williams. The present problem of speech correction in the public schools of New York city. Master's, 1936. Hunter.

1425. Ehrensberger, Ray. An experimental study of the relative effectiveness of certain forms of emphasis in public speaking. Doctor's, 1937. Syracuse.

1426. Fagan, Helen. Re-education in speech and language in cases of motor disorders of the central nervous system. Master's, 1937. Iowa.

1427. Fleming, Charles I. Factors related to speechmindedness. Master's, 1937. Washington Univ. 66 p. ms.

1428. Graybill, Suzanne Elizabeth. A critical study of choral speech. Master's, 1937. Chicago. 95 p. ms.

1429. Henderson, Florence Margaret. A study of the articulation of consonants by normal institutionalized children. Doctor's, 1936. Wisconsin. (Abstract in: University of Wisconsin. Summaries of doctoral dissertations, 1: 259-62)

Administers a specially prepared consonant articulation test to 392 children at the Wisconsin home for dependent and neglected children to determine the status of consonant articulation of institutional preschool children; the relationship between articulatory efficiency and the grade level attained, preschool children without any school training being studied with the school grades; age at admission to the institution; and age at the time of testing, and intelligence. Indicates that institutional children are greatly handicapped in their development of consonant articulation.

1430. Henderson, Kathleen Tobin. Evidences of the need of scientific speech training in the elementary grades of the independent school districts of Denton county with a suggested program of oral reading. Master's, 1936. North Texas St. T. C. 62 p. ms.

Finds that more than one-fourth of the pupils in the elementary schools of Denton county have some speech defect; a scientific speech program for the elementary grades of Denton county is imperative if the pupils are to receive training that will increase their own happiness and enlarge their usefulness and contributions to their respective social groups.

1431. Higginbotham, Christine Fitzgerald. Speech correction in secondary education. Master's, 1936. North Texas St. T. C. 156 p. ms.

Attempts to determine the speech defects found in high schools of Denton county, Texas, and the corrective measures best adapted to their correction. Finds a distinct need for special correction work in the county and the need for special teachers.

1432. Hutcheson, Richard B. Speech as taught in Tennessee high schools in 1935-36. Master's, 1937. Peabody. 95 p. ms.

1433. Jones, Morris Veo. Symbolic formulation and expression in speech with regard to sentence structure. Master's, 1937. Iowa.

1434. Laase, Leroy Theodore. The effect of pitch and intensity on the quality of vowels in speech. Doctor's, 1937. Iowa. (Abstract in: University of Iowa. Series on aims and progress of research, no. 52)

1435. Lumpkin, J. Howard. A series of progressive assignments for a course in speech in Waco high school, Waco, Texas. Master's, 1937. Iowa.

1436. McGuire, Marion. A fundamental therapy for developing speech in a backward child. Master's, 1937. Southern California.

Explains the theory and application of a method of muscular training that has been successfully used at the Hill Young school of speech in Los Angeles, to stimulate speech development in children of normal intelligence who had been delayed in speech.

1437. McIntosh, Carl Weston. An auditory study of nasality. Master's, 1937. Iowa.

1438. Meyer, Edward. A study of the "Th" speech defect in English. Master's, 1937. Mass. St. Coll. 93 p. ms.

†1439. Monroe, A. H., Remmers, H. H. and Venemann-Lyle, Elizabeth. Measuring the effectiveness of public speech in a beginning course. Lafayette, Ind., Purdue university, 1936. 29 p. (Bulletin, vol. 37, no. 1. Studies in higher education, 29)

Describes an experiment conducted with 200 students at Purdue university to determine the effectiveness of the Purdue speech rating chart. Finds that the students agree practically perfectly on the order of importance assigned to the traits of the rating chart with respect to judging effectiveness of a public speech.

\*1440. Monroe, Alan H. The measurement and analysis of audience reaction to student speakers: studies in attitude changes. Doctor's, 1937. Northwestern. Lafayette, Purdue university, 1937. 80 p. (Bulletin of Purdue university, vol. 38, no. 1a. Studies in higher education, 32)

Examines three devices by which individual differences in the general effect of public speeches upon the opinions of auditors might be objectively measured, and the validity and reliability of these differences determined; determines the differences between effective and ineffective speakers as these differences are reflected by the reported observations of their auditors; and determines the number and identity of the independent variables, or factors, which exist in the auditor's impressions of the speaker's behavior, and the relative importance of these variables upon the shift of opinion produced in the auditor and upon his judgment of the speaker's effectiveness.

1441. Monroe, Albert Eason. An evaluation of representative courses of study in speech for secondary schools. Master's, 1937. Stanford.

1442. Prall, M. Ruth. The problems of public school speech correction in a small town in Iowa. Master's, 1937. Iowa.

1443. Snyder, Hazel B. A survey of scientific studies on the value of phonics. Master's, 1937. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 13: 406)

Evaluates nine studies comparing child achievement under phonic versus non-ponic methods. Finds that the conclusions of all the experiments are not in agreement, but the tendency seems to be toward an admission that phonics, if used judiciously, are valuable in reading as one method of meeting new words; that many of the studies conclude that the teaching of phonics is a matter of individual need and give it a supplementary or remedial status. Finds that phonics is of greater value if introduced in the latter part of the primary grades.

\*1444. Stahl, Kathleen G. Speech improvement as an educational factor. Master's, 1937. New York. 72 p. ms.

Gives a brief history of the English language; classifies and describes speech defects; gives methods of procedure for the correction of speech defects; discusses stuttering at length; describes the teaching of language through story telling, dramatics, and the international phonetic system.

1445. Wagner, Loretta Allen. A diagnosis of the speech needs and abilities of prospective teachers. Doctor's, 1937. Iowa. (Abstract in: University of Iowa. Series on aims and progress of research, no. 52)

Studies the adequacy of the speaking performance of 283 students, the majority of whom were college seniors, enrolled in a course of laboratory practice in high school during the school year 1936-37.

#### JOURNALISM

†1446. Conrad, Lawrence H. Teaching creative writing. New York, D. Appleton-Century company, 1937. 142 p. (Publication of the Progressive education association) (New Jersey state teachers college at Montclair)

Defines creative writing and discusses the school program in creative writing; providing experiences for writing; creative writing as a school course; opportunities in the school; the problems of publication, of writing careers for students, and of temperament; and analyzes student verse and prose.

1447. English, Earl. A workbook for high school journalism. Master's, 1937. Iowa.

1448. Frishman, Harry B. An investigation of consumer journalism in the junior colleges of California. Master's, 1937. Southern California.

\*1449. Hunt, William F. The level of excellence for high school newspapers. Master's, 1934. St. T. C., Upper Montclair. 112 p. ms.

1450. Kildow, Fred L. A manual and scorebook for editors and staffs of college newspapers. Minneapolis, National scholastic press association, 1936. 24 p. (University of Minnesota)

1451. ——— and Nelson, P. B. A manual and scorebook for editors and staffs of student magazines. Minneapolis, National scholastic press association, 1936. 24 p. (University of Minnesota)

1452. Logie, Iona M. R. The woman who writes for a living. Doctor's, 1937. T. C., Col. Univ.

Analyzes replies to a questionnaire received from 881 women experienced in journalistic pursuits in 45 states and the District of Columbia, in an attempt to determine how they obtained work; the kinds of jobs they obtained; their initial, advanced and maximum earnings; education and professional training they have found most desirable; the personal adjustments they found it imperative to make in journalistic occupations; the effect marriage exerted on their work; and the arrangements they found most satisfactory for home management and the care of children.

1453. Okeson, Margaret Albertson. An experiment in creative writing. Master's, 1937. Chicago.

1454. Reiser, Max. A study of the relation between newspaper editorial policy and college student opinion. Master's, 1936. Columbia.

\*1455. Sheffield, Elizabeth Lamb. Junior journalism: a study of the use of the school newspaper below the high school level in the good citizenship program. Master's, 1937. Northwestern. 168 p. ms.

Analyzes 29 replies to a questionnaire sent to 44 superintendents of schools, and 174 replies to questionnaires sent to 330 other interested persons, and examines 450 school newspapers of below high school level from Alaska and Hawaii, as well as from the United States. Shows a close correlation of the school newspapers and the good citizenship program; that children were assuming more and more responsibility for the newspapers; that the paper is a vital school organ; that good citizenship and English motivation outranked the other benefits derived from the use of school newspapers; that the school newspaper can be used to good advantage in developing leadership.

\*1456. Sinclair, Thomas James. Journalism: its place in the secondary school system. Master's, 1937. Boston Univ. 161 p. ms.

Traces the history of secondary school journalism; discusses the objections and justifications of the course, the course content, and methods of teaching the subject.

1457. Stanton, Richard Kenneth. A comparative analysis of the 23 secondary newspaper markets of the Pacific northwest. Master's, 1937. Stanford.

#### THRIFT EDUCATION

1458. Krueger, John E. The construction of a teaching unit on a personal insurance program. Master's, 1937. Iowa.

#### SAFETY EDUCATION

1459. Barrow, Ruby May Heckler. A study of accidents to Los Angeles school children with reference to certain characteristics of the children. Master's, 1937. Southern California.

1460. Humble, Milford Keith. Practices and provisions for protecting pupils in school shops. Doctor's, 1937. Missouri.

1461. Keen, Ralph John. Education for traffic safety. Doctor's, 1937. Wisconsin.

1462. Kellogg, Roy DeVere. The psychological aspects of administration and teaching of attitudes and habits of safety as derived from a survey of current publications and resources. Master's, 1936. Washington. 125 p. ms.

1463. Riemer, John. A program of safety education for elementary schools. Master's, 1937. Lawrence. 125 p. ms.

Studies the accident problem of the Oshkosh public schools for the period from 1931-1936. Finds that, through a system of safety education the number of accidents has been reduced from 148 a year to 64 a year. Indicates that Oshkosh has safety problems similar to those of the average city in the United States. Gives safety suggestions that have reduced the accidents in Oshkosh, and should prove helpful to teachers in formulating a course of safety instruction for their own needs.

1464. Thompson, Lewis Clay. Status of safety education in the United States with particular emphasis on the secondary field. Master's, 1936. Stanford.

1465. Wheless, Mayme Elizabeth. The teaching of fire prevention. Master's, 1937. South. Methodist. 156 p. ms.

Traces the development of the idea of teaching fire prevention and presents materials and suggestions for teaching it in public elementary schools.

#### HEALTH EDUCATION

1466. Bates, Mrs. John L. Webb. Relation of dental to other physical findings. Master's, 1937. Peabody. 53 p. ms.

Studies the results of dental examinations of 53 students enrolled in the Peabody demonstration school from 1932-1937.

1467. Bellome, Rosalie E. The parent and changes in attitude toward the education of sex. Master's, 1936. Hunter.

1468. Bender, Bernard B. A study of personal health in Richland Center junior-senior high school. Master's, 1937. Wisconsin.

1469. **Brown, Clara M.** Euthenics studies. Minneapolis, University of Minnesota, 1937.

Describes analyses made of the various euthenics units in the General college at the University of Minnesota, offered during 1932-1935; cites changes in teaching practices; explains techniques of evaluation used and improvements in discriminating power, reliability, and validity of tests developed; and shows how emphasis shifted from reproduction of facts to the application of knowledge in specific situations, and to appreciation.

1470. **Byrd, Oliver E.** A study of health habits and their relation to health instruction. Master's, 1933. Stanford. 75 p. ms.

1471. **Clements, Mary E.** Required health knowledge for prospective teachers in Class A teachers colleges in the United States and District of Columbia, and legal health requirements for health status of teachers in the various states and District of Columbia in 1933-34. Master's, 1937. Ind. St. T. C. 160 p. ms. (Abstract in: Teachers college journal, 8: 61-62, July 1937)

Gives the standard requirements in health instruction for colleges and teacher-training institutions, and standard health requirements for teachers. Finds that the 182 Class A teachers colleges studied are trying to meet the standards for health instruction courses; and that the present legal health requirements for the health status of teachers in the various states are not advancing towards meeting the requirements set up by health authorities for the health of teachers.

1472. **Clutch, Beatrice Martha.** A health education program in a demonstration school. Master's, 1937. Peabody.

1473. **Culross, Adah Emma.** A survey of health instruction for girls in the smaller high schools of California. Master's, 1937. Southern California.

1474. **Davis, Arthur F.** The use of the elementary school teacher in certain aspects of health inspection. Doctor's, 1937. Michigan.

1475. **Dils, Eugene W.** A survey of sex education in the high schools of Washington. Master's, 1937. Washington. 75 p. ms.

1476. **Erlbacher, Mrs. Irene Jenner.** Effects of the depression upon the health of public school children. Master's, 1937. Indiana. 407 p. ms.

1477. **Follick, C. G.** A course in sex education for junior high school girls. Master's, 1937. Ohio State.

1478. **Fues, R. A.** The mental, physical, and physiological effect of tobacco. Master's, 1937. Washington Univ. 65 p. ms.

1479. **Garrison, Stella Whaley.** Health knowledge of Peabody students. Master's, 1937. Peabody. 74 p. ms.

Studies the health knowledge of 400 Peabody students as shown by their scores on health knowledge tests. Finds a lack of health knowledge, especially of knowledge based on current health literature.

1480. **Glascok, David Albert.** The status of health and physical education in the high schools. Doctor's, 1937. Indiana. 361 p. ms.

1481. **Hall, Sue Marion.** A critical study of the functions of state departments of health and physical education. Master's, 1937. Southern California.

\*1482. **Heuel, Sister Mary Olympia.** A study of the incidence of health teaching as indicated by the analysis of 500 case studies developed in schools of nursing. Master's, 1936. Catholic Univ. Washington, D. C., Catholic university of America, 1936. 44 p. (Studies in nursing education, vol. 2, fascicle 5)

Investigates the nature and scope of health instruction given at the bedside to 500 medical patients by student nurses, in 30 states and the District of Columbia. Studies health teaching incidence in relation to the pathological conditions, sex groups, and

children; and also studies teaching opportunities missed and the reasons given for lack of teaching.

1483. Holliday, Bowena Bernyce. Health information and interests of high school girls. Master's, 1937. Texas.

\*1484. Kelly, Alma C. A critical study of some of the literature in the field of posture education and body mechanics. Master's, 1937. New York. 228 p. ms.

1485. Kemmer, Mildred. A study presenting a nutrition project for health education in high schools. Master's, 1937. Tennessee. 90 p. ms.

Describes an experiment conducted during November and December, 1935, by the biology class in the Cumberland county high school, Crossville, Tennessee, to determine what practical demonstration materials could be used successfully in teaching the nutritional aspects of health in rural Tennessee high schools. The materials used supplemented the everyday experiences of the children and gave them actual practice in feeding animals different diets, checking their own dietaries, studying food composition, and planning dietaries.

1486. Kilander, H. F. Health knowledge of high school and college students. Research quarterly, 8: 3-32, October 1937. (Panzer college of physical education.)

Studies more than 6,000 high school and college students and adults by means of a 100 multiple choice test. Finds that persons making high scores have studied more courses with health content, have higher intelligence, and a more favorable home environment than do persons making low scores on the test. Finds that a general peak of average scores is reached by the senior year in high school; that science courses on the college level contribute less than on the high school level, to an increase in health information; and that many intelligent, educated people hold health misconceptions and health superstitions. Recommends that health education be given a more important place in the schools than it now holds, and that other subjects be analyzed to determine whether they contribute to health education to the extent that can reasonably be expected.

†1487. Kleitman, N., Mullin, F. J., Cooperman, N. R. and Titelbaum, S. Sleep characteristics: how they vary and react to changing conditions in the group and the individual. Chicago, University of Chicago press, 1937. 86 p.

Studies the sleep characteristics of 25 men and 11 women, ranging in age from 19 to 55, and in health conditions from good to fair. Studies the effects of taking food, warm or cold water, warm or cold milk, and two drugs, as well as of weather conditions, physical condition, activity during the day and just prior to going to bed on ease of going to sleep, motility during sleep, sleeping continuously, dreaming, duration of sleep, and feeling on awakening in the morning. Finds considerable variation from subject to subject, and in the same individual from night to night with respect to every sleep characteristic.

1488. Krull, Norma Alice. A school health program for Los Gatos high school. Master's, 1937. Stanford.

1489. Langford, Florence. A course of study in health instruction, junior high school. Master's, 1937. Peabody. 195 p. ms.

1490. Mahoney, Donald John. A study of differences in habitual standing posture between adult males exhibiting extremes of superior and inferior dynamic body mechanics. Master's, 1937. Iowa.

1491. Martin, Margaret Ewing. Functional physiology in the secondary school. Master's, 1937. Stanford.

1492. Orner, Ralph G. Dental hygiene as a problem of the public schools. Master's, 1937. Temple. 120 p. ms.

1493. Porter, Ruth Metella. The health program for women students in southern colleges. Master's, 1937. Colorado. (Abstract in: University of Colorado studies, 25: 93-94)

Analyses data from 17 Negro and 23 white colleges. Indicates that the health program for women students is adequate in not more than 25 percent of the southern colleges.

1494. **Reeder, Harriet Spencer.** Posture achievement and its relation to mental and motor ability. Master's, 1937. Wellesley.

1495. **Richardson, Wayland D.** The value of health clinics and regular health examinations in the public schools of Indiana. Master's, 1937. Ind. St. T. C. 73 p. ms. (Abstract in: Teachers college journal, 8: 80, July 1937)

Studies the health work carried on in the school, the relation between home and school, and the follow-up work carried on. Shows that in the Indianapolis public schools approximately one pupil in every four was examined; that the parent relationship with the school was emphasized more in the Indianapolis schools than in the others studied; and that the facilities for follow-up work in the Indianapolis schools were such that there was a more extensive follow-up program carried on throughout the year than in other schools studied. Presents a report of the Vigo county health program conducted by the Emergency relief administration nursing service, and shows that the nurse had to teach hygienic principles to the family in the home, and had to be persistent in making call-backs to check on the effectiveness of the teaching.

1496. **Sanchez, Genevieve.** A survey of commonly held superstitions which may effect health. Master's, 1937. Colo. St. Coll. of Ed.

1497. **Sexton, James Monroe.** An evaluation of a health program at Sugar Creek, Missouri. Master's, 1937. Southern California.

\*1498. **Stohlman, Mary Helen.** Provisions for sex education in the public schools of the District of Columbia, divisions 1 to 9. Master's, 1937. George Washington. 67 p. ms.

Attempts to determine how effectively the schools are meeting the needs of children in regard to personal and social adjustments in matters directly or indirectly related to sex. Finds that there is a rather complete sequence in the field of social hygiene through the elementary, junior and senior high school levels, but that it is possible for a child to go through the 12 grades of the schools without receiving any definite sex education regarding human beings, and that while courses on social hygiene are elective or offered to girls, there is very meager provision for sex education for boys in either junior or senior high schools.

\*1499. **Taylor, Clara Mae.** The energy metabolism and mechanical efficiency of young boys. Doctor's, 1937. Columbia. New York, 1937. 58 p.

Compares the energy metabolism of nine to 11 year old boys sitting quietly at play and during bicycle riding with their basal energy metabolism. Uses six normal boys selected from a foundling home in New York City as subjects.

1500. **Twist, R. B.** Posture correction through film silhouettes for schools having a limited physical education budget. Master's, 1937. Colo. St. Coll. of Ed.

1501. **Weaver, Malcolm B.** The incidence and correlation of ringworm of the feet among the boys and girls of intermediate school. Master's, 1937. Detroit, 47 p. ms.

Studies the incidence and possible correlates of ringworm of the feet in intermediate children in the Tappan schools during the first semester of the year 1936-37. Finds that older children are more inclined to infection; that intelligence plays a very small part, if any; that socio-economic status has little or no relation to incidence; that there is a decreasing incidence and intensity as the result of this study; and that a solution used for foot bath is instrumental in lowering the incidence.

1502. **Weinstein, Rebecca Ruth.** A survey of handicaps affecting the health and physical education program for girls in the secondary schools of Illinois. Master's, 1937. Southern California.

\*1503. **Willard, Dudley W.** A social critique of current tendencies in health education. Doctor's, 1926. Washington. 405 p. ms. 2 vols.

## MENTAL HYGIENE AND PSYCHIATRY

1504. Bedigan, Edward Richard. Mental hygiene in colleges and universities of the west. Master's, 1937. Southern California.

1505. Hammons, John W. The ministry and psychiatric practice. Bachelor of Divinity, 1937. Union Theological.

1506. Higginbotham, Elizabeth Ruth. Corrective treatment for oversensitive pupils. Master's, 1937. Kana. St. T. C., Pittsburg. 74 p. ms.

Finds that the case study and corrective treatment given five nervous adolescents during the incipient stages of their troubles were so successful that it is recommended that teachers become better informed as to nervous disorders and attempt to give more assistance to their correction.

1507. Hobson, C. V. Informational needs of teachers of mental hygiene. Doctor's, 1937. North Dakota.

1508. Stephan, Frances Augusta. An investigation of the mental health problems of the girls of Gardena high school. Master's, 1937. Southern California.

1509. Strout, Margery S. The place of the mental hygiene clinic in Protestant churches. Master's, 1936. Southern California. 111 p. ms.

Surveys the different types of mental hygiene work in Protestant churches, and considers the methods, qualifications and preparation of workers. Shows that many experts recognize the definite need of mental hygiene clinics in the Protestant churches, that work has been done successfully in some churches, that there are no obstacles which cannot be overcome in time, and that the churches would reinforce their own strength through the establishment of clinics.

\*1510. Wittman, Mary Phyllis. An evaluation of opposed theories concerning the etiology of so-called dementia in dementia praecox. Doctor's, 1936. Chicago. Chicago, University of Chicago libraries, 1937. 49 p.

## PHYSICAL EDUCATION

1511. Bittner, Clyde H. A survey of physical education in the secondary schools of Mills county, Iowa. Master's, 1937. Iowa.

1512. Brodt, Carl Victor. Differences in strength and skill between well-nourished and under-nourished children. Master's, 1937. Texas.

1513. Brose, John Lorenz. A history of physical education in the United States. Master's, 1937. Southern California.

1514. Burley, Pearl Bacon. The relative behavior emphases of school children at different age levels, as related to physical education activities. Master's, 1937. Iowa.

1515. Butsch, Margaret Louise. Further studies in student interests and attitudes concerning physical education activities at Wellesley college. Master's, 1937. Wellesley.

1516. Conry, William E. A physical education program for boys in small secondary schools. Master's, 1937. Denver. 73 p. ms.

Purposes establishing an adequate program of physical education for boys in secondary schools of 150 students or less in Colorado, covering safety education, physical hygiene with the establishing of definite health habits, and mental hygiene. Presents a well-rounded physical activity program giving abundant opportunity for individual self-expression together with definite stressing of the worthwhile and far-reaching incidental learnings; and recreative outlets with the development of skills, appreciations, attitudes, and creative outlets.

1517. Cooper, William A. An analysis of 12 courses of study in physical education for junior and senior high school boys. Master's, 1938. North Texas St. T. C. 119 p. ms.

1518. Couch, Sherman Bead. The status of the physical activity program for men in state colleges and universities. Master's, 1937. Utah.

1519. Cunningham, Guy. An investigation of the status of physical education in the secondary schools of Illinois. Master's, 1937. Southern California.

\*1520. Curtis, Lera B. A critical evaluation of the physical education program in the rural schools of Michigan. Doctor's, 1937. New York. 180 p. ms.

Studies the physical education activities in one room rural schools of Michigan, and finds that the degree of conformity to established criteria is low, but that the county commissioners and teachers are anxious to improve the program.

1521. DeVore, Ada Dennis. A survey of teaching problems of girls' physical education in secondary schools of California. Master's, 1937. Southern California.

\*1522. Dome, Arthur E. Objectives of physical education in the Young men's Christian association. Doctor's, 1937. New York. 234 p. ms.

Attempts to determine what the layman considers important as objectives; what the Y. M. C. A. secretary and physical director consider important as objectives; and the reasons for the differences in opinion of these groups. Finds that the professional staff emphasized the discovery, training and utilizing of volunteer leadership, the giving of friendly advice and counsel, the learning and practice of desirable traits of character. Shows more agreement between the professional and lay workers on the objectives of least importance, than on those of higher ranking.

1523. Gilbert, Gordon B. Physical education programs for boys in Arkansas junior high schools. Master's, 1937. Peabody. 52 p. ms.

Shows that Arkansas has done very little in the field of physical education for junior high school boys.

1524. Guhin, Alan E. A catalog study of college offerings in physical education. Master's, 1937. Southern California.

1525. Haas, Frank Louis. A comparative analysis of traits and qualifications of students in, and graduates from the Division of physical education, at Purdue university. Master's, 1937. Purdue. 29 p. ms.

Describes an experiment conducted with 94 undergraduates, and 44 alumni of the Division of physical education. Finds that the physical education groups tended to be well above the Purdue undergraduate's average in physical education marks, below the undergraduate's average in academic marks; showed emotional stability; were variable as compared with college men's average scores for self-sufficiency; below the average college men's norm for introversion-extroversion; more dominant as compared with the average college men's norm; and below the Purdue students' norm for orientation scores of intelligence and achievement.

\*1526. Haggerty, Helen Ruth. Certain factors in the professional education of women teachers of physical education. Doctor's, 1937. T. C., Col. Univ. New York, Teachers college, Columbia university, 1938, 87 p. (Contributions to education, no. 741)

Analyzes replies to a questionnaire received from 46 schools in different sections of the United States. Develops two objective comprehensive tests as instruments to measure the knowledge of professional subject matter.

1527. Harrison, Cecile Ardella. A study of the elementary professional curricula for physical and health education. Master's, 1937. Ohio State. 75 p. ms.

\*1528. Hawkins, Charles C. The effects of conditioning and training upon the differential white-cell count. Doctor's, 1937. New York. 178 p. ms.

Observes, records and interprets the effects of athletic training in football, basketball, and track upon the differential white-cell counts of subjects whose total white-cell counts

remain within the bounds of normality previous to, during, and after the respective periods of training and competition. Concludes that regular training and physical conditioning in athletic sports under competent and expert supervision and leadership stimulates the functional activity of the blood-cell forming organs.

1529. Heitsmith, Richard Howe. The effectiveness of the program of physical education in the elementary schools of Salina, Kansas. Master's, 1937. Denver. 60 p. ms.

1530. Houston, Ruth Elliott. Modern trends in physical education facilities for college. Master's, 1936. California. 286 p. ms.

Studies the history of physical education for women in colleges, and presents an intensive history of the development of physical education departments in Smith and Vassar colleges, the Universities of California at Los Angeles and Berkeley, Texas, Washington, and Stanford.

1531. Irwin, Leslie W. A study of the relationship of dominance to the performance of physical education activities. Doctor's, 1937. Iowa. (Abstract in: University of Iowa. Series on aims and progress of research, no. 52)

Studies the unilateral organization of 239 elementary and high school boys ranging in age from 6 to 18 years, as shown by tests administered to them. Shows that many subjects perform physical education activities right-handed, but are inherently ambidextrous; shows that the majority of the subjects are ambidextrous; and that when dominance as between the arms and feet exists, it is in favor of the arms, although there are a large number of subjects in which no dominance is exhibited.

1532. King, Raymond J. A study of the trends in theory and practice of physical education since 1900. Master's, 1937. Ind. St. T. C. 77 p. ms. (Abstract in: Teachers college journal, 8: 89-90, July 1937)

Finds that physical education owes much of its progress and widespread acceptance to the various organizations which provided for and educated the public and the school world to the benefits to be derived from wholesome physical activity. Shows that the World War revelations compelled the schools to institute a system of physical education with the health aspect uppermost in importance; that state control made for better organized programs, trained and qualified teachers, and the recognition of the subject as a part of general education.

1533. Lewis, James W. A survey of the organization and content of the required program of physical education in the high schools of the state of Illinois. Master's, 1937. Iowa.

1534. Morehouse, William Henry. A survey of health and corrective physical education in the Los Angeles city schools. Master's, 1937. Southern California.

1535. Myers, Elbert Jefferson. Facilities for a coordinated program of physical education and community recreation in Texas towns. Master's, 1937. Texas.

1536. Nicholas, Clara Amelia. Trends in physical education from 1907-1937. Master's, 1937. Peabody. 87 p. ms.

Finds that physical education came to be recognized as a necessary part of the school curriculum; the underlying principles were defined according to general educational principles; the program was constantly increasing in scope and content; the requirements for instructors of physical education were gradually increased and the standards of work demanded were raised; and the trends in physical education were more apparent to members of the profession as the number of articles in professional publications increased.

1537. Powdermaker, Therese. Physical education play activities for girls in junior and senior high school. Doctor's, 1937. New York. 2 vols.

1538. Reemsnyder, David E. The space and facilities now used in teaching physical education in West Virginia high schools. Master's, 1937. Ohio State. 88 p. ms.

Surveys the space, facilities and equipment used in the teaching of physical education in 185 West Virginia high schools, and finds that many schools have inadequate sized

gymnasium, playground, and dressing rooms, and that few schools have the facilities for playing minor sports.

1539. **Ritter, Edith Welbourn.** The relation of leisure to the girls' physical education program for secondary schools. Master's, 1937. Southern California.

1540. **Schulmeyer, Louise M.** A four year curriculum for women physical education majors, Indianapolis, Butler university, 1937.

1541. **Scott, Tom.** A study of certain bases for selecting content of professional courses in physical education. Master's, 1937. Iowa.

\*1542. **Seen, Eva Marie.** Critical evaluation of present best practice in supervision of physical education. Doctor's, 1937. New York. 176 p. ms.

1543. **Slote, Dorothy Aleta.** Physical education in schools requiring student labor. Master's, 1937. Peabody. 256 p. ms.

Studies 10 general descriptive items for each of 13 high schools and 13 colleges which require all of their students to labor, and six groups of data describing the physical education program in each school. Finds no relationship between the number of hours the students are required to labor and the type of physical education program offered.

1544. **Smith, Alfred Dillon.** A study of physical education and athletics in the junior high schools of Kansas, 1927-28. Master's, 1937. Kansas.

1545. **Smith, Willis E.** A study of the teaching of physical education skills in western Pennsylvania. Master's, 1937. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 13: 405-406)

Finds that male teachers of physical education were far below the standards set by experts in skill teaching, and that female teachers followed more closely the methods of teaching outlined by experts; that the non-coach does a better job of teaching mass physical education than the coach; that practically all schools have a seasonal program; and all schools have the necessary facilities for carrying on a physical education program.

1546. **Stafford, Frank Stanley.** The history of physical education in the high schools of Indiana. Master's, 1937. Indiana. 134 p. ms.

\*1547. **Walke, Nelson Sumter.** Traits characteristic of men majors in physical education at the Pennsylvania state college. Doctor's, 1937. T. C., Col. Univ. New York, Teachers college, Columbia university, 1937. 62 p. (Contributions to education, no. 735)

Attempts to determine the characteristic traits of physical education majors and to find whether the traits possessed by them are similar to those found among students preparing to teach and other groups preparing for professions other than teaching, in order that educators may direct into the teaching field those students who exhibit the qualities essential to this profession and discourage those whose success is doubtful.

1548. **Weeks, Pearl M.** Survey of available reading material for classes in physiology at the secondary school level. Master's, 1937. Southern California.

1549. **Whitaker, Versie M.** Physical education for girls, grades 1-12 in Purcell, Okla. Master's, 1937. Oklahoma. 120 p. ms.

#### ATHLETICS

1550. **Alexander, E.-L.** Evaluation of high school athletic program. Master's, 1937. Washington Univ. 54 p. ms.

1551. **Barton, Helen M.** Speedball for girls and women. Ann Arbor, Edwards brothers, 1937. (Clarion state teachers college)

1552. ———. Teaching speedball to beginners. Journal of health and physical education, 8: 490-91, October 1937. (Clarion state teachers college)

1553. **Beam, LeRoy Wesley.** A survey of state organizations for the supervision and control of secondary school inter-scholastic athletic contests. Master's, 1937. Southern California.

1554. **Blacow, Joseph David.** An analysis of body movements in baseball. Master's, 1937. Stanford.

1555. **Bollman, Henry C. jr.** An educational analysis of tennis. Master's, 1937. Ohio State. 76 p. ms.

1556. **Bradford, Jim Bucknell.** An investigation of methods of coaching, conditioning and directing a football team as used and advised by prominent football authorities of America. Master's, 1937. Southern California.

1557. **Canine, Henry E.** The adaptation of the discus event to the high school athlete. Master's, 1937. Iowa.

1558. **Charon, Ben H.** Wrestling as an instructional problem in physical education. Master's, 1937. Temple. 149 p. ms.

Covers wrestling from the period when it was first recorded, 2500-3000 B. C., to the present day. Discusses methods of teaching the sport, and prevention and treatment of injuries.

1559. **Clodfelter, Melvin C.** A comparative study of three methods of instruction in the technique of coaching wrestling. Master's, 1937. Okla. A. & M. Coll.

Compares the effectiveness of three commonly used methods of instruction in the coaching of wrestling. Indicates that the individual execution method of instruction obtains the best results for all grade and intelligence levels tested; that the demonstration method was quite satisfactory and the most practical method for instructing a large group where time is very limited; and that the verbal method obtained good results only in the college group with high intelligence. Shows that the ability to comprehend the information taught by each method tended to be in direct proportion with the intelligence level, grade level, and age of the subjects. Reveals the lack of definite scientific information pertaining to the coaching of wrestling.

1560. **Cram, Kendall Hutchinson.** A comparative study in forehand tennis grips. Master's, 1937. Peabody. 31 p. ms.

1561. **Deckard, Lance W.** The relation of athletics and physical education to the interest element in secondary school subjects. Master's, 1937. Ind. St. T. C. 66 p. ms. (Abstract in: Teachers college journal, 8:62, July 1937)

Studies the opinions of high school students, their parents, high school athletes, and high school teachers in Montgomery county, Indiana, as to the athletics and physical education programs of the schools. Finds that all of them favor continuance of the present type of athletics and other physical education; that most of the students said that they had learned activities in physical education that would be useful for leisure time activities in later life; that students ranked physical education and athletics as first and second choices respectively among a group of six special subjects; that parents and teachers feel that physical education improves health, develops personality, and teaches control of emotions; that little, if any, school time is used for athletics; that the home fails to supply time and equipment for all children to have the privilege of play; and that few cases of illness or injury can be traced to athletics or physical education.

1562. **Divine, John Weslie.** The history and development of wrestling in our educational system. Master's, 1937. Okla. A. & M. Coll.

Attempts to trace the development of wrestling in several countries from the earliest known bout to the present time, and to describe some of the objectives of wrestling today. Points out that the values and objectives of wrestling should not be overlooked in establishing a worthwhile physical education program in modern schools.

1563. **Drake, George Kermit.** An analysis of the difference in general athletic ability of elementary school boys in different economic social levels. Master's, 1937. Southern California.

\*1564. Dresser, Henry O. A manual for golf instruction. Doctor's, 1937. New York. 120 p. ms.

Applies educational principles to the specific problems of golf instruction and presents a manual of golf instruction.

1565. Freeland, Ewing Young. A comparative study of the football methods of selected college coaches. Master's, 1937. Southern California.

\*1566. Friedman, Edward D. The relationship of reaction time to general athletic ability. Master's, 1937. New York. 59 p. ms.

Describes an experiment conducted with men students in physical education at New York university, to whom an original reaction time test and Cozens' Wet weather, indoor test, battery no. 12 were administered. Shows that the students who were ranked lowest in the reaction time test had the least skill in their physical activities course.

\*1567. Galligan, Glendon E. A critical analysis of certain current practices in athletics for men in state teachers colleges. Doctor's, 1937. New York. 288 p. ms.

Surveys practices in athletic finances, staff, facilities, program, eligibility, schedules and awards in 100 teachers' colleges. Finds that practices recommended for large colleges and universities are not followed by the small colleges, and presents a plan for the use of small colleges.

\*1568. Glickman, Sidney. A study of the academic standing of athletes at Brooklyn college in relation to non-athletes. Master's, 1937. New York. 50 p. ms.

Compares and evaluates the academic standing of athletes engaging in particular sports, with the academic standing of the general student body; and shows the relationship in scholarship of athletes who engage in more than one sport to that of the general student average. Finds the academic rating of the fall athletes below that of the general student average and below the athletic group as a whole; the rating of the spring athletes higher than the non-athletes; and the rating of two sport athletes lower than that of either the athletes or the non-athletes.

1569. Hoffman, W. Edward. The relative importance of height, weight, and age in the construction of standards for track and field events. Master's, 1937. Temple. 86 p. ms.

Studies the height-weight ratios of 738 Philadelphia junior high school boys in relation to their capacity in various track and field events. Finds that height and weight are more important factors than age in determining performance between the ages of 14 and 16.

1570. Johnson, Ellis Tuck. Study of the status of intramural athletics in senior Southern colleges. Master's, 1937. Kentucky. 81 p. ms.

1571. Julsrud, Kenneth Nash. Visual aids in the coaching of high school sports. Master's, 1937. Denver. 105 p. ms.

Studies the different types of visual aid materials used in coaching high school sports, along with illustrations of the various types for each sport. Finds that visual aids are of a definite value in the coaching of athletic sports; that motion pictures are the most popular type of visual aid used by coaches (slow motion); that material in this field is difficult to locate; that many coaches would like to use the motion picture, but the cost is prohibitive; and that only a few universities are willing to lend their sport films to high schools.

1572. Lavik, Rudolf Halbert. Defensive line techniques of college football players. Master's, 1937. Southern California.

1573. Leoffler, Ralph Robert. Should the present age limit in interscholastic athletics in the Detroit metropolitan school league be lowered? Master's, 1936. Detroit. 49 p. ms.

Finds that the present age limit of 20 years is too high; baseball is affected by team age more than any other sport; that the 19 year old athlete is causing unfair competition within and between schools; that the more mature athlete probably causes undue injuries in bodily

contact games; that the present age limit is placing a premium on poor scholarship as far as athletics is concerned; that enthusiasm, stress on certain sports, facilities and coaching ability contribute to the position in league standing of certain schools in certain sports; that championships are won on higher age and intelligence with emphasis on age; that teams of certain schools are consistently old while others are consistently young.

1574. **McCoy, George W.** A comparison of the strength of athletes and non-athletes. Master's, 1937. Peabody. 36 p. ms.

Analyzes the results of the Rogers' physical fitness test administered to 200 high school boys. Finds that athletes have a significantly higher average physical fitness index than the non-athletes, although many non-athletes scored higher than the average for the athletic group.

\*1575. **Marshall, Marian W.** An exploratory study in the whole or part methods of teaching sports in junior high school. Master's, 1937. New York. 82 p. ms.

1576. **Miller, Leonard.** Comparison of academic achievement and the intelligence test scores of the participants and nonparticipants in intramural athletics at the University of Kentucky. Master's, 1937. Kentucky. 29 p. ms.

1577. **Morrow, John William.** A survey of the present status of baseball and softball in Southern California. Master's, 1937. Southern California.

1578. **Neilson, Neils Peter.** A study of achievement in selected athletic events. Doctor's, 1937. California.

Attempts to construct a scientific plan for transmuting pupil performance records in selected athletic events into achievement scores using data on boys in one secondary school on grade, age, height, weight, and on the athletic events pull-up, bar vault, high jump, 100 yard dash, broad jump, 8 pound shot put, and basket ball throw for goal.

\*1579. **Nordly, Carl L.** The administration of intramural athletics for men in colleges and universities. Doctor's, 1935. T. C., Col. Univ. New York, Teachers college, Columbia university, 1937. 134 p. (Contributions to education, no. 716)

1580. **Parsons, Orville A.** An investigation of the current practices in inter-school athletics of the four year high schools of Colorado. Master's, 1937. Western St. Coll. 51 p. ms.

Studies 76 high schools of Colorado.

1581. **Peterson, Carl John.** Status of coaches of interscholastic athletics in Nebraska high schools of five or more teachers. Master's, 1937. Nebraska. 80 p. ms.

Finds that a coach may teach three or four different subjects in addition to his athletic coaching. Physical education is an important subject in all but the smallest high schools; that while the coaches must meet the requirements of the North central association in the subject fields in which they are teaching, the schools do not require, and the accrediting associations have no standard for the training of the coach as such.

1582. **Polster, Raymond G.** Regulation of high school athletics by state associations with recommendations for improving the regulations for Missouri. Master's, 1937. Missouri. 82 p. ms.

Analyzes replies to a questionnaire sent to the state high school athletic associations of the 48 states as to the status of the different sports.

1583. **Portal, DeWitt Alfred.** A technique of teaching amateur intercollegiate boxing. Master's, 1937. Stanford.

1584. **Rarick, Lawrence.** An analysis of the speed factor in simple athletic activities. Doctor's, 1937. Iowa. (Abstract in: University of Iowa. Series on aims and progress of research, no. 52)

Indicates that normal individuals with a high degree of motor ability and an average amount of strength cannot increase their speed of muscular performance to any appreciable extent.

1585. **Renner, Alston Gustave.** An illustrated, graded, standardized, curriculum of individual and group units in tumbling for the secondary school level. Master's, 1937. Southern California.

1586. **Richardson, O. P.** A tentative program of intramural sports for high school boys in the Red Bay high school, Franklin county, Alabama. Master's, 1937. Alabama. 73 p. ms.

1587. **Rubicam, Clifton L.** Variations in pulse rate and blood pressure induced in boys aged 10 to 18 years by specific athletic events and standard work conditions. Master's, 1937. Temple.

1588. **Rush, Robert Raymond.** A survey of intramural and intercollegiate boxing for 1934-35. Master's, 1937. Iowa.

1589. **Samse, Leroy Perry.** Annotated bibliography for motivating leisure time sports activities. Master's, 1937. Southern California.

1590. **Sheatsley, M. D.** Physical efficiency and attitude in athletics. Master's, 1937. Ohio State. 65 p. ms.

1591. **Shotwell, Prince Elmer.** Effects of participation in interscholastic athletics upon the development of high school boys. Master's, 1937. Texas.

1592. **Shoup, Donald Earl.** Possibilities of adapting golf instruction to the secondary school level. Master's, 1937. Southern California.

1593. **Snygg, Russell.** Relationship between motor reaction time and ability to play football. Master's, 1937. Omaha. 37 p. ms.

Shows that fast reaction time does not necessarily indicate a good football player; that it is difficult to pick a good high school football player by using only the reaction time results; that a reaction time test shows the coach his fastest reacting men, thus making it possible to make use of this knowledge.

\*1594. **Stafford, George T.** Adapted sports for atypical boys in secondary schools. Doctor's, 1937. New York. 304 p. ms.

Analyzes skeletal defects, describes the usual methods of treatment of these defects and suggests the recreative physical education activities which can be best adapted to meet the corrective or recreative needs of these atypical students.

1595. **Stewart, Fred Kelsey.** An analysis with suggested improvements, of the rules and regulations governing state high school interscholastic athletic contests with special application to Florida. Master's, 1937. Florida.

1596. **Swain, F. Genevieve.** A treatise of soccer for American girls. Master's, 1937. Ohio State. 76 p. ms.

1597. **Taylor, Lucian Weldon.** Intercollegiate athletics in North Texas state teachers college from 1924-25 through 1934-35. Master's, 1936. North Texas St. T. C. 74 p. ms.

\*1598. **Wagner, Carlos J.** Organization and procedure in the conduct of track and field meets. Doctor's, 1937. New York. 118 p. ms.

Attempts to determine which institutions in the United States are outstanding for the effective manner in which they conduct their track and field meets; to ascertain what methods and materials of organization and conduct are responsible for the desirably effective outcomes; and applies principles for the establishment of a track and field guide.

1599. **Watkins, Shirley C.** An intramural program for the Peabody demonstration school boys. Master's, 1937. Peabody. 85 p. ms.

Attempts to determine the most popular practices in schools throughout the United States in intramural athletics. Finds that most of the schools have intramural and varsity athletics in their school programs.

1600. Wilsey, Myron C. An investigation of achievement records in decathlon events for boys in the senior high school. Master's, 1937. Southern California.

1601. Wilson, Charles Oren. The administration and cost of interscholastic and intra-mural athletics in the high schools of Utah. Master's, 1937. Utah.

#### PLAY AND RECREATION

1602. Anderson, George C. Recreation in male state reformatories. Master's, 1937. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of these researches in progress, and bibliography of publications, 13: 374-75)

Studies recreation in 24 male state adult reformatories in the United States, and finds that there is none with ideal facilities and few with adequate facilities to meet the needs of a well-rounded program of physical education and recreation. Finds that the salaries paid to recreation workers would not induce the well-trained recreation leader to enter prison work; that the program of physical education follows the general pattern of collegiate athletics and that prison athletic publicity is a sensitive issue with penal administrators.

\*1603. Bliss, Muriel F. The necessity of follow-up after camp. Master's, 1937. Boston Univ. 62 p. ms.

Deals with the work of the summer health camps operated by voluntary associations specifically for health purposes, and in particular those operated by tuberculosis and health associations. Attempts to show how fully the health instruction of the summer camp is carried over into the home, and how much influence the follow-up after camp has on the daily habits of each child, as shown by a study of 37 children who had attended the Sunshine camp during the summer of 1936. Finds that in all but five cases, the families and the children tried to follow the camp routine in the homes and accepted suggestions given.

1604. Drom, Beulah J. A study of the play interest of elementary school children in relation to the physical education program. Master's, 1937. Iowa.

1605. DuVall, Miriam Reed. Contemporary attitudes and habits in social dancing. Master's, 1937. Peabody. 87 p. ms.

Studies the attitudes of 220 high school, and 585 college students toward social dancing. Finds that it is a common recreational activity of these students.

1606. Eddy, Sara. The adaptation of Japanese games as a unit in the junior high school. Master's, 1937. Southern California.

1607. English, Earle Haywood. The recreational preferences of the male students of the Technical and vocational school of San Antonio, Texas. Master's, 1937. Texas.

1608. Fowler, Hazel Del C. A study of the attitudes of parents and teachers toward play days as organized and administered in the rural elementary schools of central California. Master's, 1937. Southern California.

1609. Garrett, Harriet. Origin, history, classification and significance of the Spanish dance. Master's, 1937. Peabody. 133 p. ms.

Discusses the origin, history, classification, and significance of the dance; and the influence of the Spanish dance on art forms.

1610. Johnston, Edith Louise. The use of Mexican folk dances in school activities. Master's, 1937. Texas.

1611. Kauffman, Nathan. An analytical study of the accidents reported during the summers of 1927 to 1936 inclusive in the playgrounds of the Philadelphia board of education. Master's, 1937. Temple. 187 p. ms.

Finds that playgrounds are relatively safe places for play; and that accidents which happened in connection with playground apparatus formed too high a percentage of the total accidents and caused too many serious injuries; that a low percentage of accidents was due to games and handwork activities; that many of the accidents are due to the fact that the schoolyards were not originally built for playgrounds.

1612. Keene, Jesse L. Community recreational facilities and their use in greater Huntsville, Alabama. Master's, 1937. Peabody. 113 p. ms.

Finds a lack of a city program for recreation, few recreational facilities for girls and women, and no physical education program in the school curricula.

1613. McGraw, John H. A compilation of new games found among the school children of Beaver county. Master's, 1937. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 13: 397-98)

Investigates the games played by 3,216 school children from the sixth to the twelfth grades, inclusive, of the Beaver county schools. Finds that these children had devised 113 new games when they were not supervised; that they made up names for standard games when they did not know their accepted names; that they changed the rules and techniques of many standard games in order to adapt these games to their physical and social environment; that children play the types of games which are generally recognized as typical of the different play periods in the life of the child; that the children of Beaver county who live in the industrial districts devise more games than the children living in the residential city districts; that children living in industrial districts play in larger groups than do children living in the residential city districts and in rural districts; and that the largest number of new games were devised by children in the eleventh grades.

1614. Mate, Harold William. A survey of certain methods of organization and administration of boys' camps with particular reference to New Hampshire and Maine. Master's, 1937. Alabama. 91 p. ms.

1615. Meyering, Harry R. An analysis of behavior problems emerging from a camping situation. Doctor's, 1937. Michigan.

1616. Murdock, Erma. Co-educational leisure time activities. Master's, 1936. Stanford.

1617. Murphy, Loretta Elizabeth. Out-of-school activities of secondary school teachers. Master's, 1937. Nebraska. 120 p. ms.

Attempts to determine the nature and amount of out-of-school activities of a representative group of secondary school classroom teachers in Nebraska; to determine whether an opportunity is provided by the school for teacher recreation. Suggests a plan for a program of organized teacher recreation.

\*1618. Osborne, Ernest G. Camping and guidance. Doctor's, 1936. T. C., Col. Univ. New York, Association press, 1937. 260 p.

Discusses the growth and significance of the camping movement; the interests of the younger boys; finding and meeting boys' interests through the camp program; the staff's role in individual guidance; sketches of the interests, activities, and guidance of individual campers, and outstanding problems related to individual guidance in the summer camp.

1619. Bork, Ray Donald. An analysis of playground attendance and activities. Master's, 1937. Southern California.

1620. Rowan, Allene Delores. Games and play activities for girls in high school corrective physical education. Master's, 1937. Southern California.

\*1621. Schellberg, Ruth M. Camp leadership training courses. Master's, 1937. New York. 56 p. ms.

Attempts to determine whether or not, in the minds of camp directors, various types of camp leadership training courses as offered by colleges, universities and other agencies, are valuable. Studies the university or college camp, university or college course for camp counselors, the organization of leadership training courses in camping, the pre-camp counselor training course, the counselor-in-training course, and the special skills course adapted to the camping situation.

1622. Schlee, Frances Evelyn Loop. Problems relating to girls' play days in the high schools of California. Master's, 1937. Southern California.

1623. Schmitt, Julia Kirkman. A survey of the play activities of pre-school children in a rural community in Hamilton county, Tennessee. Master's, 1937. Tennessee. 73 p. ms.

1624. Staff, Sara Elsie. The value of the summer camp to health and education. Master's, 1937. Stetson. 95 p. ms.

Finds that the camp is a valuable instrumentality in developing the child naturally in ways that the public school cannot. Summer camps will increase greatly when this value is understood.

1625. Taylor, James Eldon. A study of the troop camping plan and its success in realizing the minimum standards for Boy Scout camps. Master's, 1937. Southern California.

1626. Watson, Edward Elam. Educational aspects of summer playgrounds in St. Louis, Missouri. Master's, 1936. Stanford.

#### COMMERCIAL EDUCATION

1627. Baron, David John. Factors determining efficiency ratings of stenographers. Master's, 1937. Iowa.

1628. Blankenhorn, John W. An investigation of graduates of the commercial department of the R. A. Long high school, employers of Longview, and office employees of Longview for the purpose of improving the commercial curriculum in the R. A. Long high school. Master's, 1937. Washington. 70 p. ms.

1629. Briggs, C. Earle. Development of commercial education in public secondary schools in Ohio. Master's, 1937. Ohio State. 89 p. ms.

\*1630. Buckley, Harold. An experimental study of methods of teaching junior business training. Doctor's, 1937. Temple. Journal of experimental education, 6: 106-26, September, 1937. (Reprint)

1631. Childs, Milton B. The nature and differences between vocational and non-vocational business education. Master's, 1937. Nebraska. 61 p. ms.

Finds that most of the 104 schools studied in 29 states, did not distinguish between students taking commercial subjects for general value or vocational purposes, or make a distinction in the type of work offered; that they agreed a distinction should be made, but that because of administrative difficulties they did not favor segregation; that 63 favored a double standard and 29 were already using a double standard; that guidance was not practiced extensively, and that few worthwhile attempts at readjustment were being made.

1632. Clark, L. Kenneth. A study of the efficiency of student assistants in teaching typewriting in the junior college. Master's, 1937. Iowa.

1633. Cole, William T. A laboratory course in second-year typewriting for senior high schools. Master's, 1937. Kans. St. T. C., Emporia. 108 p. ms.

1634. Colvin, A. O. A survey of business education in the smaller high school. National business education quarterly, 5: 1-38, March 1937. (Colorado state college of education)

Attempts to determine present objectives, curriculum offerings, and contemplated changes in the program of business education.

1635. Cooperman, C. C. The construction of a medical word-frequency list. Master's, 1937. Coll. of the City of New York. 111 p. ms.

Constructs lists of words and two lists of phrases occurring most frequently in medical correspondence and in court testimony, for the use, in particular, of advanced secretarial students specializing in court reporting or in the medical dictation of general practitioners.

1636. Corbett, Ellen L. Effect of stop-watch timing on accuracy and speed of shorthand transcription. Master's, 1937. Ohio State. 87 p. ms.

Finds that stop-watch timing had, through the creation of interest, a motivating effect on accuracy and speed of transcription. Finds a great fluctuation in individual pupil accuracy and speed from time to time; and that syllabic intensity played a great part in accuracy and speed of transcription.

1637. Davis, Clifford Merrill. Trends of instruction in everyday business in the public secondary schools of the United States. Master's, 1937. Southern California.

1638. Dawkins, Helen Broock. An evaluation of high school courses in shorthand for personal use. Master's, 1937. Southern California.

1639. Eaton, Roswell H. The cost approach to the study of elementary bookkeeping and accounting. Master's, 1937. North Dakota. 70 p. ms.

Describes an experiment conducted at the North Dakota school of forestry, during the three school years, 1932-33, 1933-34, and 1934-35, in the cost approach to elementary bookkeeping and accounting. Divides the class in two parts, and uses the 20th century college edition accounting, with one half of the class, and the cost approach idea with the other group for a quarter of the year, after which the class is reunited and is taught Straightoff's, *Elementary accounting*. Finds that the group taught by the cost approach method was better able to handle advanced work than was the group taught by the other method.

1640. Essig, Don. Changes in the business curriculum of Alton, Illinois. Master's, 1937. Colo. St. Coll. of Ed.

1641. Fiske, Alice Elzada. Relationship of trends in employment of clerical workers and trends in business education curricula from 1900 to 1930. Master's, 1937. Southern California.

1642. Fitz-Hugh, Thomas Elmer. The status and content of high school business law courses. Master's, 1937. Kentucky. 118 p. ms.

Attempts to determine adequate objectives for a high school law course; to find out what teaching technique is used and with what results; and to analyze the content of accepted aims and objectives of education.

1643. Foster, Jane. An analysis of the filing activities of office workers. Master's, 1937. Iowa.

1644. Fox, Walter T. The selection and training of retail salesman. Master's, 1937. Lawrence. 80 p. ms.

Formulates a basis for selecting and training salespeople for work in the distributive field from the results of questionnaires filled out by employers, tests in personality and intelligence given salespeople, and the ranking of clerks who took the tests by their employers. The questionnaires determined the things sales people need to know and do in the performance of their tasks. Personality tests measured such traits as neurotic tendency, confidence, introversion-extroversion, dominance, self-sufficiency, and sociability. The rank given clerks by their employers made it possible to associate and isolate the characteristics common to success. This information was used to set up a course for the training of retail salesclerks in the vocational school.

1645. Gildersleeve, Elaine. A survey of commercial education in institutions of higher learning in Nebraska. Master's, 1937. Nebraska. 95 p. ms.

Attempts to discover the extent to which equipment, textbooks, and supplementary materials are used; the status of teaching personnel in terms of such factors as educational background, teaching experience, and business experience; and the status of commercial education in institutions of higher learning in Nebraska. Finds that 19 of the 22 colleges offer at least one commercial subject which is usually taught by a specialist in the field, that the average size of classes is 22 students; that 58 percent of those taking commerce are enrolled in typewriting, shorthand, and accounting classes, while the remaining 42 percent are enrolled in other commercial subjects; that three recitations of 52 minutes

each are most common; that the library is a big factor in providing supplementary materials; and that the median salary is \$1,833.52 for all commercial teachers.

1646. Granberg, Ida Josephine. The status of bookkeeping in the public secondary schools of the state of Washington. Master's, 1937. Southern California.

1647. Gregory, Fay A. An investigation of socially acceptable forms of communication based on a study of business and friendly letters. Master's, 1937. Iowa.

1648. Hall, Carleton. An analysis of the subject matter of commercial law as taught in the high schools of Colorado. Master's, 1937. Denver. 60 p. ms.

Attempts to determine what divisions of the law are being taught in the public high schools of Colorado; to find out whether the content of the course, as it is now being taught, is meeting the needs of students or whether the content should be changed in order to better meet their needs. Finds 18 divisions of the law common in the six texts in use.

1649. Hanson, Carrie M. Practical ideas for the two year typing course. Master's, 1937. North Dakota.

1650. Harris, Lella Good. Analysis of office appliances in Cincinnati. Master's, 1937. Cincinnati. 50 p. ms.

Analyses equipment used by 2,342 office workers with reference to implications for curricula and guidance in vocational schools.

1651. Henders, Maude Whitmore. The values of instruction in syllabication and terminal hyphenation in the secretarial courses. Master's, 1937. Southern California.

1652. Henderson, Elizabeth. Business education in Texas state teachers colleges. Master's, 1936. South Methodist. (Abstract in: Southern Methodist university. Abstracts of theses, 1937: 12)

Studies the history and development of business education in Texas state teachers colleges, and the number and kind of courses that have been added to the curriculum within the past 10 years.

1653. Hill, M. H. A commercial occupational survey of East Moline, Moline, Rock Island, Illinois, and Davenport, Iowa. Master's, 1937. Colo. St. Coll. of Ed.

1654. Ingle, Wallace Byron. An analysis of the occupation of court reporting. Master's, 1937. Southern California.

1655. Jenkins, Lawrence A. Word frequency as a guide to a basic vocabulary in learning shorthand. Master's, 1937. Cincinnati. 88 p. ms.

Finds achievement in shorthand for a year to be superior in a class using new materials based upon vocabulary studies to that in a class using conventional materials; classes were equated for age, IQ, and shorthand prognosis scores.

1656. Kloos, George. A testing program to diagnose the difficulties of beginning second-year high school bookkeeping students. Master's, 1937. Iowa.

1657. Lane, Fred H. Analysis of texts and courses of study in high school bookkeeping. Master's, 1937. Oklahoma. 113 p. ms.

Makes an analytical comparison of courses of study of 10 states and two cities, to determine inclusion, placement, and emphasis on various phases of elementary bookkeeping. Compares seven texts used in high schools. Finds that most courses of study contained good lists of objectives, were prepared to be used with a variety of texts, and left much to the initiative of the teacher and to adaptation to local and class needs.

1658. MacKinnon, Inez M. A study of the transcription of shorthand material. Master's, 1937. Kansas.

1659. **Maricle, V. Neal.** The fellowship training plan: a method of selecting, placing, and training Y. M. C. A. secretaries. Doctor's, 1937. T. C., Col. Unlv.
- Compares the differences in the professional careers of secretaries entering Y. M. C. A. service under the fellowship training plan—an apprenticeship plan—and secretaries who did not have this experience. Compares tenure, stability, salary and position attained by the Fellowship men with the same items for the control group. Finds the fellowship and control groups similar except for the fellowship experience, and that the fellowship man was superior as the result of training on the job. Suggests a combination of particular selection, careful placement, and practical training with special college preparation for the training of secretaries.
1660. **Mathews, Mrs. Delight.** Teaching office practice in the high school. Master's, 1937. Texas.
1661. **Miller, Marian Elizabeth Ensign.** The value of longhand penmanship and general intelligence in predicting achievement in Gregg shorthand penmanship. Master's, 1937. Cincinnati. 48 p. ms.
1662. **Miller, Velma.** A study of the secretarial curriculum in Ohio institutions of higher learning. Master's, 1937. Cincinnati. 108 p. ms.
- Surveys 30 institutions offering secretarial curricula, with a detailed comparison of a typical private business college and a typical state-supported academic college.
1663. **Mortland, Robert C.** A study of business organization and administration courses offered in colleges and universities of the United States. Master's, 1937. Iowa.
1664. **Mulvihill, Donald Ferguson.** The articulation of business subjects offered in high schools and colleges in Illinois. Master's, 1937. Chicago. 96 p. ms.
1665. **Murphy, D. H.** The effect of a split period in learning to typewrite. Master's, 1937. Colo. St. Coll. of Ed.
1666. **Muse, Paul F.** The contribution of commercial education to the general objectives of education. Master's, 1937. Ohio State. 206 p. ms.
- Finds that the objectives of commercial education are still largely commercial; that there is a trend toward the emphasis of the non-vocational objectives of commercial education.
1667. **Nance, Elvin Harris.** A study of the vocational effectiveness of commercial training in high school. Master's, 1937. Kansas.
1668. **Neft, Tillie.** A study to determine the values of commercial clubs. Master's, 1937. Southern California.
1669. **Nelson, Ruth.** The effects of emphasizing rules in elementary shorthand. Master's, 1937. Iowa.
1670. **Neubauer, Josephine.** The WPA commercial education program in the Chicago area. Master's, 1937. Chicago. 68 p. ms.
1671. **Newcomb, Lois Mae.** A history of the development of the training of salespeople in department stores, placing special emphasis on the problems of the past seven years. Master's, 1936. Columbia.
1672. **Oldham, Grace.** Colorado speed norms for typewriting students of the second and fourth semesters. Master's, 1937. Colo. St. Coll. of Ed.
1673. **Osiek, Alvina Marie.** A study to determine the values that may be derived through cooperative courses in the secretarial curricula. Master's, 1937. Southern California.
1674. **Ostby, Gena S.** Commercial education in the secondary schools of the United States. Master's, 1937. North Dakota.

1675. Owens, Blodwyn. Business vocational training in secondary schools. Master's, 1937. South. Methodist. 90 p. ms.

1676. Paulin, Stewart Harold. A critical review of the literature available for use as supplementary material in teaching salesmanship and advertising. Master's, 1937. Southern California.

1677. Peek, Alma B. A functional commercial curriculum for Houston. Master's, 1937. Texas. 90 p. ms.

Analyzes data received from the commercial graduates of San Jacinto high school as to their business achievements, and information received from the personnel directors of representative business firms as to the commercial curriculum now in use. Suggests changes in the curriculum to meet the present economic conditions. Recommends the purchase of additional equipment in order to afford the proper facilities for the training of students preparing for work in a modern office; and recommends the addition of commercial courses for the commercial department and the elimination of certain academic subjects, as the three years in high school do not enable the students to fulfill the academic requirements and specialize in commercial subjects.

\*1678. Penwell, Eugene D. Organization for commercial education in the public senior high schools of Michigan. Master's, 1935. Michigan. Cincinnati South-Western publishing company, 1937. 62 p. (Monograph 39)

1679. Piepenburg, Carl. The status of bookkeeping instruction in the high schools of Wisconsin. Master's, 1937. Iowa.

1680. Porter, Mrs. Bonnie Hudspeth. Training for business in Southern Methodist university. Master's, 1937. South. Methodist. 80 p. ms.

Discusses the development of professional training in business at Southern Methodist university with special emphasis to the work taken in the College of arts and sciences by students who received the Bachelor of Science degree in commerce.

\*1681. Pugh, Stanley. Requirements for degrees in collegiate schools of business, 1936. Master's, 1936. South. Methodist. 153 p. ms.

Studies the historical development of business education, entrance requirements of members of the American association of collegiate schools of business, requirements for bachelors' degrees, and requirements for graduate degrees.

1682. Rabinowitz, Martha Goldberg. A series of preliminary job specifications for the department store industry. Master's, 1936. Hunter.

1683. Began, Teresa Agnes. Psychological and pedagogical bases of the functional method of teaching Gregg shorthand. Doctor's, 1937. Boston Coll.

1684. Rieke, Ethel M. An investigation of personal and social uses of bookkeeping and accounting. Master's, 1937. Iowa.

1685. Ridderhof, David Nicholas Lambert. Comparisons of academic, commercial, home economics, and industrial students. Master's, 1937. Southern California.

Compares scholarship attainments in certain required high school subjects by students in the four major fields indicated, at the George Washington high school, Los Angeles, during the year 1933-34. Finds that the academic students ranked first, commercial students second, home economics students third, and students of industrial arts fourth.

1686. Ritenour, Ruth E. Fitting the commercial curriculum in the Beloit senior high school, Beloit, Wisconsin. Master's, 1937. Colo. St. Coll. of Ed.

1687. Robertson, Donald James. A study of the degree of student's reading comprehension while typewriting. Master's, 1937. Southern California.

1688. Robertson, Paul. An analysis of the needs of commercial students in Morton high school. Master's, 1937. Ind. St. T. C. 68 p. ms. (Abstract in: Teachers college journal, 8: 83-84, July 1937)

Attempts to determine the lines of work being pursued by graduates of the commercial course, how well the courses studied fit in with the work done, the shortages in the high school commercial courses which are revealed by the pupils' opinions of the requirements of the job, sources of the pupils' vocational guidance, whether the graduates are satisfied with the curriculum pursued, and to offer constructive remedial suggestions. Finds that 154 of the 177 students used in this study, were located in positions requiring the use of their commercial training; that the training was adequate for them to pursue their work efficiently except for those in selling positions, and those operating simple office machinery; that their vocational choices were influenced by their relatives, the pupils' own desires, and their friends. Recommends the addition of a course in selling, and practice in the use of more machinery; and that part time work be secured for the commercial pupils all through high school.

1689. Robertson, Phyllis S. Advertising; an occupational study. Master's, 1937. Wisconsin.

1690. Russell, Raymond Bennett. General business needs in agricultural communities. Master's, 1937. Kans. St. T. C., Pittsburg. 68 p. ms.

Attempts to determine the activities of a general business nature most frequently experienced by people in agricultural communities in Kansas with the view to planning commercial work in small high schools.

1691. Schneider, Arnold Edward. An experiment with direct and indirect reaches for key locations in beginning typewriting. Master's, 1937. Iowa.

1692. Scholl, Charlotte M. A study of the personal use of the typewriter. Master's, 1937. Colo. St. Coll. of Ed.

1693. Shover, William Glenn. Suggested programs for commercial teacher training institutions. Doctor's, 1937. Iowa. (Abstract in University of Iowa. Series on aims and progress of research, no. 52)

Shows that the commercial teacher training institution should train teachers in technical skills, consumer-business, and social-business subjects. Surveys the status of commercial teachers in secondary schools and colleges. Finds a dearth of efficiently trained commercial teachers, that they are not as well trained as teachers in other fields, that their certification requirements are lower, and that many of the teachers have neither majors nor minors in commercial education. Sets up programs for the certification of commercial teachers, entrance requirements for commercial teacher training institutions, degrees to be granted, curricula, business experience, practice teaching, training in supervision of extracurricular activities, publicity, placement of commercial teachers, finances of the department of commercial teacher training, and duties and responsibilities of administrators of such departments.

1694. Siwerding, Florence. Evolution of office practice as a secondary school subject. Master's, 1937. Creighton.

1695. Sleeter, Howard E. An experiment to determine the effectiveness of certain corrective devices in secondary school typewriting. Master's, 1937. Iowa.

1696. Smith, Russell Dean. Fitting the commercial curriculum to the needs of a particular community. Master's, 1937. Kansas.

1697. Snyder, Murrel K. Criteria for a general business course for rural high schools. Master's, 1937. Kansas.

1698. Spangler, Candace Elizabeth. Doctrines of certain eminent American educators, past and present, regarding commercial education. Master's, 1936. Detroit. 75 p. ms.

Attempts to understand present commercial doctrines of educators by surveying those of the past. Finds that much trial and error can be eliminated by studying recognized authorities; that there is a growing discontent with commercial education; that remedial methods vary greatly; and that more cooperation between leaders in this field is necessary.

1699. Stedman, Ezra F. Improving the outcomes of commercial education. Master's, 1937. Ohio Univ. 175 p. ms.

1700. Strong, Earl Poe. Office machine training in secondary schools. Master's, 1937. Ohio State. 184 p. ms.

Shows that there is a need for office machine training in medium size and large high schools; and that there is a demand for workers with training in operating office machines.

1701. Thompson, J. C. Adaptation of junior business training to the needs of Blair, Nebraska. Master's, 1937. Colo. St. Coll. of Ed.

1702. Tubis, Mendel M. A survey of office and clerical workers in Camden, N. J., 1935. Master's, 1937. Temple. 73 p. ms.

Studies the relation between the duties of 602 office and clerical workers and their education. Finds that the amount of education corresponded roughly with the importance of the position held. The subjects directly useful to most employees in their first positions were typewriting, penmanship, bookkeeping, business arithmetic, and business English.

1703. Vanderlas, Esther H. Business teacher-training curricula in state teachers colleges. Master's, 1937. Colo. St. Coll. of Ed.

1704. Vietti, Edward. An historical study of the shorthand systems in the United States. Master's, 1937. Southern California.

1705. Wall, Charles August. An analysis of courses of study in business education as a basis for revising business curricula in junior colleges of Utah. Master's, 1937. Southern California.

1706. Weddle, Lorna. Comparative merits of stenotyping and shorthand in the business colleges. Master's, 1937. Iowa.

\*1707. Wellman, Rowena. An examination of certain factors involved in the reporting and transcribing of stenographic materials. Doctor's, 1937. T. C. Col. Univ. New York, Teachers college, Columbia university, 1938. 115 p.

Tries to test empirically the assumptions relating to vocabulary frequency, syllable count, stroke count, and length of sentences as determinants of stenographic difficulty. Develops two batteries of tests which were administered in regular classroom situations to 445 students in 13 high schools and colleges in Maryland, Nebraska, New Jersey, New York, Ohio, Virginia, and the Canal Zone. Shows that competent evaluation of dictation materials cannot be made by counting the number of words, number of syllables, number of shorthand strokes, and number of occurrences of ranked word-forms.

1708. West, F. Marjorie. A study of the trend of selling courses in Iowa high schools. Master's, 1937. Iowa.

1709. Westhoff, Beatrice. A comparison of pupils' reasons for taking typewriting with objectives stated for typewriting classes. Master's, 1937. Oregon.

1710. Whitney, Helen G. Typing problems encountered in a law office. Master's, 1937. Nebraska. 184 p. ms.

Finds that an analysis of replies from a selected group of attorneys and their secretaries and stenographers indicates that there is a definite need for enriching materials by supplementing the present training with that type of experience which will be encountered by the stenographer in an actual law office. Each office has its own peculiar types of work and methods, but there is a general fund of information needed by every stenographer. Proposes materials for such a course.

1711. Wilson, Gladys Florence. An experimental investigation in the use of "tiny books" as a means of motivating slow classes in shorthand. Master's, 1937. Southern California.

1712. Wilson, Kenneth D. Extent and nature of overlap between junior business training and junior high school mathematics. Master's, 1937. Iowa.

1713. Woodbridge, Virginia Van Norden. A study of the extent and organization of cooperative training in collegiate courses in merchandising in the United States. Master's, 1937. Southern California.

#### INDUSTRIAL EDUCATION, INCLUDING INDUSTRIAL ARTS

\*1714. Ackert, Hugh Payton. Status of industrial arts. Master's, 1937. North Dakota. 53 p. ms.

1715. Albright, Paul. A survey to determine a training program for diversified occupations in Cheyenne, Wyoming. Master's, 1937. Colo. St. Coll.

1716. Baker, William Conrad. An industrial survey of Columbus, Indiana. Master's, 1937. Purdue. 33 p. ms.

Attempts to determine how the industrial arts department of the Columbus high school could best meet the needs of industry.

1717. Barkley, Edgar. A study of diesel trade schools in the Pacific northwest. Master's, 1937. Oregon.

1718. Barnhard, Clyde M. Development and evaluation of an elementary machine work course in the industrial arts program. Master's, 1937. Ohio State. 252 p. ms.

\*1719. Beal, Edward. A study of the fishing industry of Boston and Gloucester. Master's, 1937. Boston Univ. 157 p. ms.

Discusses the early history of the fishing industry, and the education of the children in the fishing and whaling town where boys often were apprentices at the age of 10.

1720. Bernstein, Blanche. Definition of manual and non-manual labor and classification of occupations into manual and non-manual work. Master's, 1936. Columbia.

1721. Best, Glenn E. A study and projection of industrial arts in West Virginia: considerations in the development of secondary school programs. Master's, 1937. Ohio State. 92 p. ms.

1722. Bingham, H. C. A study of the teaching of related information to woodwork in grades seven and eight in the schools of Maine, New Hampshire, and Vermont. Master's, 1937. Penn. State.

Analyzes 135 replies to a questionnaire on the length of periods, ways of administering related teaching, and teachers' opinions of relative values of certain materials in teaching woodwork.

1723. Biwer, George. The effectiveness of the instruction sheet as a supplementary device in elementary printing. Master's, 1937. Colo. St. Coll.

1724. Bourne, M. N. A curriculum study of the general shop. Master's, 1937. Colo. St. Coll. of Ed.

1725. Burk, Eldah Edith. Practical arts in relation to club organization in extracurricular activities. Master's, 1937. Texas.

1726. Callan, Louis J. Orientation functions of industrial arts. Master's, 1937. Ohio State. 143 p. ms.

Appraises the New York state "General shop" course of study in the light of modern educational theory and current practice of curriculum construction, with the idea of adapting it to the situation in Webster, N. Y.

1727. Cline, William F. A survey to determine the needs for industrial education in Wood county, West Virginia. Master's, 1937. Ohio Univ. 73 p. ms.

1728. Dalton, Francis W. The development of industrial education in Michigan with special reference to Smith-Hughes work. Doctor's, 1937. Michigan.

1729. Dolnitsky, David. Development of trends in the industrial arts. Master's, 1936. Chicago. 75 p. ms.

1730. Du Pont, Dorothy A. A study of private vocational schools in Philadelphia, Pennsylvania. Master's, 1937. Temple. 150 p. ms.

1731. Fallona, Henry Dennis. Administration and operation of the vocational program in the schools of Massachusetts. Master's, 1937. Boston Coll. 115 p. ms.

\*1732. Fee, Edward M. The origin and growth of vocational industrial education in Philadelphia prior to 1917. Doctor's, 1937. Pennsylvania. Philadelphia, 1937. 258 p.

Traces early Colonial developments, indentured industrial education under industrial servitude, aspects of the transition between industrial education under the system of servitude and institutional forms of industrial education, institutional forms of growth of institutions of vocational education, and industrial education in the public schools to 1917. Discusses the origin of the Philadelphia trade school which opened in 1906, and was the first school of its kind in the country.

1733. Figley, Harold H. An evaluation of the methods for teaching related information in industrial arts. Master's, 1937. Ohio Univ. 142 p. ms.

1734. Fleming, Joseph Willerton. Predicting trade school success. Doctor's, 1937. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 13: 136-40)

Studies the school and placement records of more than 3,000 boys enrolled at the Connelley trade school, Pittsburgh, during the period of September, 1930 to September, 1935, to determine what factors have prognostic value for selecting applicants to the school. Constructs formulae for selecting boys for the trade school, based on the averages of former school teachers' marks in shop work; average marks in the combined subjects of English, mathematics, and science; and intelligence ratings. Finds that length of training in the trade school and the shop teachers' marks predict the level of employment and earnings; and that there is agreement between the shop teachers' marks and the ratings given the boy by the employer.

1735. Hankison, J. Rudolph. A check list for use of administrators in the supervision of industrial arts. Master's, 1937. Ohio Univ. 73 p. ms.

1736. Hanselman, Walter. A part-time cooperative plan for training workers of the skilled trades of the metal trades industry of Chicago. Master's, 1937. Colo. St. Coll.

Investigates the desirability and feasibility of a part-time cooperative program set up in the Chicago high schools in connection with industry for the purpose of training workers for the skilled trades of the metal trades industry. Finds a need of training to meet shortage of skilled workers and to meet changing conditions in industry and that a part-time cooperative plan is not only feasible but is a desirable plan to train workers in the skilled trades of the metal trades industry.

1737. Hartman, Paul B. A study of air transportation for junior high school industrial arts program. Master's, 1937. Ohio State. 109 p. ms.

1738. Huebner, Samuel George. A survey of the Boys' industrial school, Topeka, Kansas. Master's, 1937. Kans. St. T. C., Emporia. 84 p. ms.

1739. Hutchens, Susan Elizabeth. The program of Appalachian American crafts at Berea college. Master's, 1937. Peabody. 98 p. ms.

Shows that Berea college, in an effort to preserve the crafts of Appalachian America, has sought world authorities and experts to raise the art quality of student products.

1740. Janke, George W. A study of the professional demands on the industrial arts instructors of South Dakota for the purpose of establishing the most effective useful professional library for such instructors. Master's, 1937. Colo. St. Coll.

1741. Jones, Billy Truman. The part-time trade and industrial school. Master's, 1937. Texas.

1742. Klehm, Walter Allen. A method of determining equipment requirements in industrial arts based upon teaching objectives. Doctor's, 1937. Missouri.

1743. Knight, Richard Orville. A comparison of two methods of teaching related information in school shops. Master's, 1937. Ohio State. 180 p. ms.

Attempts to determine the effectiveness of teaching related information in general metal work by means of written information sheets as compared to the lecture method. Finds that informational material related to general metal work may be more effectively presented through the use of written information sheets than by the lecture method.

1744. Lamb, Jack Julius. To determine the use which should be made of art metal work in the junior high school as indicated by the seventh grade of the demonstration school, 1935-36, and by an analysis of the field. Master's, 1936. North Texas St. T. C. 91 p. ms.

Indicates that strictly art metal projects are preferred to those projects which embody other forms of shop experience.

\*1745. Landers, Frederick W. Pewter as a medium in industrial arts education and leisure time activities. Doctor's, 1937. New York. 264 p. ms.

Gives a short history of pewter, a bibliography of books and magazine articles on pewter, sources from which material and supplies for pewter work may be obtained, an outline of techniques used in this work, a description of techniques in order of outline, design, and problems in pewter for home and school.

1746. Levenson, William B. The training of radio personnel: an analytical approach. Doctor's, 1937. Western Reserve.

1747. McClintock, Calvin H. Industrial arts education in state teachers colleges. Master's, 1937. Minnesota.

Presents a nation wide survey of departmental offerings, requirements, purposes, services and trends in four year curricula.

1748. McElroy, Raymond. Opportunities for pre-employment trade and industrial training in Memphis and Shelby county. Master's, 1937. Tennessee. 130 p. ms.

Presents a brief history of the development of trade and industrial education in Memphis and Shelby county; a summary of the present program of industrial arts and vocational trade and industrial training of the city and county; and statistics on employment conditions in the city and county. Presents definite evidence showing the need for additional pre-employment trade and industrial training on an all day unit trade basis in the high schools of Memphis and Shelby county.

1749. McGleshan, Mary D. Vocational education: proposals for a vocational school to train cooks for restaurants and other less specialized positions in food preparation. Master's, 1936. T. C., Col. Univ. 21 p. ms.

Determines the need of a vocational school for cooks in California, and prepares a tentative outline of proposed courses.

1750. McHenry, Leroy Noble. Content of electricity for industrial arts, with special reference to the applications of electricity in the industries and occupations. Master's, 1937. Ohio State. 143 p. ms.

1751. MacQuarrie, William Dean. New projects for the general shop. Master's, 1936. Stanford.

1752. Martin, Marion E. Vocations in the laboratory. Master's, 1937. T. C., Col. Univ. 80-p. ms.

Surveys 500 laboratory technicians in New York state as to their earnings, education, training, regulation and employment conditions.

1753. **Medlock, Julius Lester.** Development of industrial arts and its present status in North central high schools of Oklahoma. Master's, 1937. Oklahoma. 82 p. ms.

1754. **Moe, Ole Andrew.** Training and experience of teachers of printing in the public schools of Michigan, 1935-36. Master's, 1937. Detroit. 65 p. ms.

Attempts to determine the amount of in-service training of printing teachers in the Michigan schools. Finds that 50 percent of printing teachers started teaching the subject upon graduation; that many attended special schools; that printing education in the schools dates back 25 years; that 61 percent of the Michigan printing teachers have had trade experience; that there is a definite need for printing education in this country; that the industry is facing a definite shortage of skilled labor; and that printing education begins in the junior high school.

1755. **Myron, Elias Ferdinand.** A survey of local industrial arts units in a representative number of schools in Washington. Master's, 1937. Washington.

1756. **Nord, Raymond V.** Junior high school printing. Master's, 1937. Minnesota.

Selects and ranks instruction units and data on instructors and departments in Minnesota public schools.

1757. **Olson, Delmar W.** A classification of industrial arts subject matter: derivation of activity areas for a laboratory of industries. Master's, 1937. Ohio State. 82 p. ms.

†1758. **Palmer, H. G.** A study based on the basic subject matter included in Iowa industrial arts courses. Cedar Falls, Iowa state teachers college, 1937. 19 p. ms.

Covers some 100 odd schools, and finds no indication that the state course of study is being followed in the schools generally.

1759. **Parsons, Charles Parker.** A study of the general shop. Master's, 1937. Tennessee. 115 p. ms.

Finds that a general shop is practical, economical, and adaptable to any size school in a city or a rural school system.

1760. **Perry, William Henry, jr.** Practical values of industrial arts in a junior high school. Master's, 1937. Cincinnati. 104 p. ms.

Analyzes over 25,000 jobs done about homes by Negro boys in a Louisville junior high school, and by their parents, as an indication of needs for industrial arts training. Presents data on vocational possibilities for boys in this school.

1761. **Peterson, William Bernard.** The development of the practical arts curricula in the Detroit school system during the past 30 years, 1905-1935. Master's, 1936. Detroit. 78 p. ms.

Shows in detail the development and curricular progress of the work accomplished by the vocational department of the school system.

1762. **Rardin, T. B.** Industrial arts teacher education at Fort Hays state college. Master's, 1937. Colo. St. Coll. of Ed.

1763. **Relyea, Gladys Mildred.** The clinical laboratory technician: an occupational analysis. Doctor's, 1937. Stanford. (Abstract in: Stanford university. Abstracts of dissertations for the degree of doctor of philosophy and doctor of education, 1936-37: 186-92)

Analyzes completed questionnaires received from 47 technicians in California laboratories, completed questionnaires received from 170 technicians in laboratories in all sections of the United States, partially completed questionnaires and letters from about 50 technicians in the United States, information on the high school careers of about 100 technicians received from their high school officers, ratings on personal traits needed by technicians as received from the directors of 25 training schools for technicians, in-

Interviews with technicians and visits to laboratories in California and New England. Studies the socio-economic status of the technicians, their higher education, the necessary personality traits, their salaries in their first laboratory positions, the number of hours of work per week, working conditions, their vocational aims, and the ways of entering the profession. Finds that the vocation is increasing in importance to the medical profession, it is setting its course toward higher standards in personnel, technique and physical conditions in laboratories, and aims to be recognized as a profession.

1764. Rice, Vern James. A study to determine the technical information about carpentry and cabinet-making possessed by high school students. Master's, 1937. Southern California.

\*1765. Ricker, Muriel Gladys. A study of the occupations course in grade nine. Master's, 1937. Boston Univ. 108 p. ms.

Traces the history of the occupations course in the curriculum, compares current courses of study in occupations to determine what is being taught and to note shortages, and presents a block of work which can be used in grade nine to overcome some of these weaknesses.

1766. Rogers, Joseph W. The industrialization of American bookbinding: a study of the replacement of hand processes by machinery. Master's, 1937. Columbia.

1767. Rolsten, Herbert E. Leather: its nature and place in an industrial arts program. Master's, 1937. Ohio State. 107 p. ms.

1768. Ross, O. O. The vocational needs of youth. Master's, 1937. Colo. St. Coll. of Ed.

1769. Schliep, Carl J. A short method of analysis and its application to the maintenance electricians' trade. Master's, 1937. Cincinnati. 92 p. ms.

Illustrates, for the trade of maintenance electrician, a method of trade analysis that can be used by a teacher beginning instruction in a mechanical trade.

1770. Schuck, Myrna I. An aviation unit as developed by a Terman group at Speyer school (P. S. 500) Manhattan. Master's, 1937. T. C., Col. Univ. 38 p. ms.

Studies the history and development of aviation from the Greek myths to the present day.

1771. Spain, Charlie. Development of trade and industry as a unit of instruction. Master's, 1937. Peabody. 75 p. ms.

1772. Stevenson, James Eagleson. A course of study in boat-building for secondary schools. Master's, 1936. Stanford.

1773. Strange, George Shackelford. Electricity in the eighth grade curriculum. Master's, 1937. Ohio State. 130 p. ms.

1774. Swender, Clyde E. Building a vocational education program for the Argentine, Kansas high school. Master's, 1937. Kans. St. T. C., Emporia. 98 p. ms.

\*1775. Triche, Andrew. A comparative study of vocational education in the 48 states. Doctor's, 1935. Penn State. State College, Pennsylvania state college, 1936. 47 p. (Penn state studies in education, no. 15)

Studies children aged 14 and 17 and employed children aged 14 to 17 as measures of educational burden; enrollment in public secondary and vocational education; pupils attending school aged 14 to 17 years, inclusive; number of pupils enrolled per teacher and per unit; cost of vocational education; wealth and income per child enrolled in vocational education; federal, state and local expenditures; and the support accorded agriculture, trade and industrial, and home economics education federally aided.

1776. Tucker, R. F. A comparative study of teaching electricity in junior high school. Master's, 1937. Colo. St. Coll.

Attempts to determine by the experimental procedure, the relative efficiency of two recognized methods in teaching a unit in electricity in industrial arts at the junior high school level in terms of job achievement and development of student abilities. The experimental group completed their projects in shorter time, completed a larger number of satisfactory jobs, had fewer unsatisfactory jobs and showed a greater ability to use what had been learned. Experimental group favors ability to plan and the control group favors ability to explain.

1777. Tussing, Lyle. A study in the attitudes of industrial workers towards various aspects of the job. Master's, 1937. Purdue. 68 p. ms.

Evaluates different aspects of the job from the standpoint of an apprentice entering the trade and from the standpoint of the policies which have influenced craftsmen to remain with their trades.

1778. Waite, Lloyd L. An evaluation study in industrial arts. Master's, 1937. Ohio State. 92 p. ms.

Attempts to determine the ability of students in industrial arts at the University high school, Columbus, Ohio, to estimate the time required to perform an assumed task, accuracy of workmanship, and the use of a student self-rating scale in evaluation.

1779. Wald, Arthur. Copper as content for industrial arts. Master's, 1937. Ohio State. 122 p. ms.

1780. Wells, J. Haskin. Practical arts course content as indicated by the needs and interests of Denton junior high school sixth grade boys. Master's, 1936. North Texas St. T. C. 92 p. ms.

Finds that boys have definite hobby and other interests which include materials which may be incorporated into a practical arts course. Avocational interests show more distinct indications for a course than do mechanical aptitude tests.

1781. Whitehead, Norman Hale. An outline course of study for a manual arts evening high school. Master's, 1937. Brown. 82 p. ms.

Presents the record of an attempt to meet the problem of organizing a course of study in applied electricity, applied mathematics, architecture, art, art appreciation, art metal, cabinet making, clothing, commercial art, dietetics, foods, home making, home nursing, house construction, machine shop, mechanical drawing, millinery, modeling and weaving for an evening high school, so as to allow the individual student to progress at his own rate and yet with an assurance that each shall have covered the basic material of the course. Involves the organization of the subject matter in each subject into units, each with appropriate problems and projects in a predetermined sequence.

1782. Zack, Joseph F. Industrial arts program for the Tuscarawas county high school. Master's, 1937. Ohio State. 112 p. ms.

#### AGRICULTURAL EDUCATION

1783. Allen, Owen W. Factors affecting training programs of vocational agriculture students in the Salt river valley of Arizona. Master's, 1937. Colo. St. Coll.

1784. Armstrong, John Frank. A follow-up study of former vocational agricultural students of the Shawswick consolidated high school, Lawrence county, Indiana. Master's, 1937. Indiana. 92 p. ms.

1785. Baulch, Nelson Howard. The teaching of vocational agriculture in the Westmoreland community, Sumner county, Tennessee, from July 1, 1931 to June 30, 1936. Master's, 1937. Tennessee. 82 p. ms.

Finds that the changes made in the farming program of the community over the five year period were in line with the teachings of the department; that the more years a boy studied vocational agriculture during his high school course, the more he was able to earn per year from his supervised farm practice work; and that the better the class of supervised farm practice program he conducted, the more he earned.

1786. **Bierschwale, Albert J.** The training needs in agriculture of the farmers in the Edwards plateau area of Texas and how vocational agriculture can help to meet the needs. Master's, 1937. Colo. St. Coll.

1787. **Bucher, Henry G.** A program of agricultural education for adolescents in Pennsylvania. Doctor's, 1937. Temple.

1788. **Cazaly, Charles A.** A study of factors for a Smith-Hughes part-time agriculture course in Delano joint high school district, Delano, California. Master's, 1937. Colo. St. Coll.

1789. **Crowe, M. Isobel.** An evaluation of the program offered to rural young people by the Agricultural extension service of Iowa state college. Master's, 1937. Iowa State.

Finds that the program had, to a considerable extent, provided the educational and social activities to meet their interests, and had developed increased appreciation of available opportunities and confidence in themselves; that homemaking interests and needs had not been adequately met; and that more encouragement was needed for community service activities.

1790. **Gregory, Raymond William.** Factors influencing establishment in farming of former students of vocational agriculture. Doctor's, 1937. Cornell. 274 p. ms.

1791. **Hatch, James William.** The relative significance of occupational opportunities appropriate to the establishment of young men in farming. Master's, 1937. Cornell. 106 p. ms.

\*1792. **Hill, McKinley T.** A study to determine the effect of previous farm experience on the status of farm skills upon entrance and upon achievements during vocational instruction of agriculture students in a typical West Virginia high school. Master's, 1936. West Virginia. 59 p. ms.

Studies data secured from 32 farm boys in Tyler county, West Virginia, to determine what the boy may be expected to know, at the time he enters high school, of the farm skills and knowledges that will qualify him to learn to farm; to discover relationships of the acquired skills and knowledges of the boy at the stated age with organization of the farm on which he has been living; and to find out the extent and rate of progress in such skills and knowledges while receiving instruction in vocational agriculture as they might be affected by the original possession of skills before entering training. Indicates that boys are apt to be permitted to perform the skills of the minor enterprises of the farm rather than the more important skills of the major farm enterprise; that under instruction boys have a better opportunity to acquire the skills of a particular farm enterprise on a farm where that enterprise is the leading farm business; and that farm boys master numerically more of the farm skills before coming to the high school for vocational instruction than they master during that instruction.

1793. **Kenestrick, Harold George.** Some economic factors affecting the establishment of all-day students of vocational agriculture in Ohio in farming. Doctor's, 1936. Ohio State. (Abstract in: Ohio state university. Abstracts of doctors' dissertations, no. 22: 145-52)

Attempts to determine to what extent and by what means former all-day students of vocational agriculture in Ohio have succeeded in establishing themselves in farming; and what rates they have advanced in farming status; and what the situations of present all-day students of vocational agriculture indicate concerning the problems they will face in becoming established in farming and in advancing in farming status.

1794. **Kirchmier, Charles E.** Job analysis of poultry production for farm flocks. Master's, 1937. Va. Poly. Inst. 157 p. ms.

Analyzes the 54 jobs involved in poultry production; and works out methods of teaching the various phases of poultry production.

1795. **McClelland, Joseph B.** Determining the needs for a department of vocational agriculture in the Englewood, Colo. high school. Master's, 1937. Colo. St. Coll.

1796. McKinzie, William Allen. The development of an achievement test in animal husbandry. Master's, 1937. Indiana. 80 p. ms.

1797. Mendez, Nicolas. The development of a program for improving supervised farm practice in vocational education in agriculture in Puerto Rico. Master's, 1937. Va. Poly. Inst. 140 p. ms.

Determines the functions of supervised farm practice; surveys the practice in Puerto Rico; and develops a program for its improvement.

\*1798. Oberholtzer, Kenneth Edison. American agricultural problems in the social studies: some important agricultural problems and related generalizations that should be considered in the general curriculum of urban and rural schools. Doctor's, 1936. T. C., Col. Univ. New York, Teachers college, Columbia university, 1937. 119 p.

1799. Renkel, R. A. A workbook and tests for agriculture science. Master's, 1937. Colo. St. Coll. of Ed.

1800. Scott, Winfield. The teaching of agriculture in the high schools of Iowa. Cedar Falls, Iowa state teachers college, 1937. 1 p. ms.

Analyzes replies to a questionnaire sent to the 928 high schools of Iowa. Finds that of the 803 schools whose replies were received in time for use, 661 offer courses in agriculture, and 142 do not; that 120 offer courses in vocational agriculture and 560 do not; and that the Iowa state college trains 88 percent of the teachers of vocational agriculture, and the Iowa state teachers college trains a larger percentage of the teachers of general agriculture than any other college in the state.

1801. Stearns, Carleton McIntyre. A study of the effect of summer project teaching upon the quality of work by first year students in vocational agricultural schools. Master's, 1937. Mass. St. Coll. 179 p. ms.

1802. Stokes, George W. Organizing and conducting an evening class with adults interested in soil and moisture conservation. Master's, 1937. Okla. A. & M. Coll.

Indicates that the farmers of the three communities studied were interested in meeting with a teacher of vocational agriculture for study and discussion of their soil problems. Shows that farmers need help in interpreting experimental data so that it will help them.

1803. Thackston, George Blake. Instruction of out-of-school youth in part-time classes in agriculture. Master's, 1937. Peabody. 78 p. ms.

1804. Todd, G. H. The influence of some factors in the supervised farm practice (agriculture) on the continuance of a student of vocational agriculture in an agricultural occupation. Master's, 1937. Va. Poly. Inst. 44 p. ms.

Studies 2,070 cases from 45 departments of agriculture. Finds that the percent of students going into farming increased consistently with each year of vocational agriculture; considering the four year period, 1922-26, the percent going into farming decreased consistently for those who were out of school from four to six years.

1805. Wampler, Harry C. A study of the teaching of vocational agriculture in Daviess county. Master's, 1936. Ind. St. T. C. 40 p. ms. (Abstract in: Teachers college journal, 8: 69-70, July 1937)

Analyzes replies to a questionnaire received from 97 boys who had taken at least one year of vocational agriculture, and who had been out of school at least one year. Finds that the majority of the boys enrolled in the classes because of a vital interest in agriculture; that the greater part of the boys who are farming do so because they wish to do so; that many of the boys expect to make agriculture their permanent vocation; that the teaching of vocational agriculture trains the student so that he is better able to earn a living in his chosen vocation; that there is a need for better equipment and opportunities for the teaching of the subject.

1806. Wilson, John Melvin. Determining the essential farm skills for the vocational agriculture courses of the high schools in the black land area of Texas. Master's, 1937. Colo. St. Coll.

## HOME ECONOMICS

1807. **Annis, Francis.** A study of the variation in enrollment in home economics in the high school, Sugar City, Idaho. Master's, 1937. Colo. St. Coll.

1808. **Bailey, Charlotte O.** Demonstration versus discussion in teaching laboratory techniques in food preparation at the junior high school level. Master's, 1937. Iowa State. 67 p. ms.

Describes an experiment conducted in the junior high school, Webster Groves, Missouri, to determine whether the demonstration method was superior to the discussion method in teaching laboratory techniques of food preparation to seventh grade pupils with no previous instruction in the subject. Indicates that the demonstration method was superior to the discussion method for acquainting pupils with fundamental techniques and manipulative processes.

1809. **Bennett, Ruth E. Ives.** The measurement of achievement in home economics. Master's, 1937. California, L. A.

1810. **Bristow, Rosa L. St. Clair.** Participation of parents in the development of home economics programs in four Maryland high schools. Master's, 1937. Maryland. 77 p. ms.

1811. **Brown, Clara M. and others.** Development of objective score cards for rating food products. Minneapolis, University of Minnesota, 1937. 44 p. ms.

Develops and evaluates, as the result of two years of experimental work, score cards for more than 40 common food products. Finds that the score cards have high coefficients of objectivity, are effective devices for self-evaluation, require a minimum time for scoring products, and their use enables students to recognize desirable food standards and to attain them more quickly than when such devices are not utilized. Indicates that the score cards can be used by secondary school as well as college students.

1812. **Brown, Ray E.** Home mechanics instruction for girls. Master's, 1937. Okla. A. & M. Coll.

Attempts to construct a home mechanics course especially designed to meet the needs of girls or women as the result of three surveys conducted on the mechanical equipment in 300 Enid homes, types of mechanical work done by 150 housewives, and types of industrial arts courses offered in 200 city schools. Indicates that women do much of the mechanical work about the home; that few of the 200 city schools offer home mechanics to girls; and that the subject should be a part of the education of all girls.

1813. **Bryant, Alge Dubose.** Home economics curricula in schools for the deaf. Master's, 1937. Louisiana State.

Studies the content, time allotment and administration of the home economics curricula in the southern state schools for the deaf, considering briefly the extracurricular activities sponsored by the home economics department. Finds the terminology obsolete and lacking in uniformity; the teachers handicapped by the lack of a comprehensive course of study; the omission of courses on family relations or consumer education from some of the courses of study; the grouping together of students without regard to age, ability or previous training; training for leisure was incidental rather than planned. Recommends that obsolete terminology be discarded; that the curriculum be revised and brought up to date; that more attention be given to consumer education, family relations, and extracurricular activities.

1814. **Chaddeford, Hester.** Effect of a high school foods course on certain food practices of a selected group of homemakers of Lanark, Illinois. Master's, 1937. Iowa State.

Attempts to determine the effectiveness of high school food courses in stimulating the habitual following of good food practices under the unsupervised conditions of the individual's own homes and in producing continuing interest in food problems. Compares dietary and food buying practices of 50 homemakers, graduates of the Lanark county high school between 1917 and 1936, with and without high school foods training. Indicates that the foods courses had probably improved to some extent the dietary and buying practices and had stimulated slightly more active interest in food problems. Suggests the need for more functional food courses.

1815. Chapman, Joanna Elisabeth. An evaluation of aids for the consumer-buyer. Master's, 1937. Colorado. (Abstract in: University of Colorado studies 25: 47-48)

Attempts to determine what printed materials are of direct help to women consumer-buyers of varying years of experience in hom making, as shown by 125 replies to a questionnaire, personal interviews with a number of women consumer-buyers, letters from homemakers, and correspondence with consumer divisions of some large stores.

1816. Chenault, Mary L. A study of living expenses of four individuals and 19 families in Nashville, Tennessee. Master's, 1937. Tennessee. 70 p. ms.

Analyses records of living expenses kept by members of the household buying classes at Watkins institute, school for adults in Nashville, Tennessee during the school year 1935-36.

1817. Colville, Maude Alice. Curriculum trends in consumer education in secondary schools. Master's, 1937. Southern California.

1818. Coney, Beatrice. Evaluation of home projects in six selected schools in Texas. Master's, 1937. Iowa State.

Studies six selected summer project programs in Texas to determine the method of organization and supervision employed, and evaluates the programs.

1819. Crabtree, Iva. An analysis of the cost of food instruction in Young high school, Knox county, Tennessee, 1933-1937. Master's, 1937. Tennessee 138 p. ms.

Finds that enrollment in home economics increased from 91 to 187; laboratory-work decreased; food preparation prior to 1936-37 was based largely on the preparation of single foods; meal preparation increased from an average of 5.05 meals per section in 1933-34 to 7.07 in 1936-37; cost per pupil per lesson decreased from \$0.052 in 1933-34 to \$0.027 in 1936-37. Indicates that the primary factor in decreasing per capita cost was the organization of the laboratory work on the meal planning basis.

1820. Cunningham, Pauline Dee. The relationship between certain aspects of subject matter and results achieved on tests in a selected group of units in home economics. Master's, 1937. Tennessee. 191 p. ms.

Studies three of the Tennessee state home economics tests and the results when given to 112 students at Young high school, Knoxville, Tenn. Estimates the relative efficiency of the types of tests used as a measure of pupil growth, and pupil accomplishment; and compares the emphasis placed upon various phases of subject matter upon the basis of the frequency with which they appear in the test. Reveals that some of the subject matter was practical for a housewife, but not for a high school girl; that the greatest percentage of improvement was made on items requiring general information; that the test results in some instances reveal little relationship between knowledge of principles and ability to apply them.

1821. Davies, J. Earl. A determination of factors basic to an understanding of American housing problems. Doctor's, 1937. T. C., Col. Univ.

Presents a classified list of sources of information on housing; a source of objectives of housing education in terms of habits, skills, attitudes and understandings; compiles shortages in the economic processes involved in supplying the country with housing; lists suggested remedies for housing deficiencies; and presents a course of study in housing.

1822. Dyer, Mrs. Una Earnest. A study of specific factors that influence girls to elect homemaking courses in high school in Odessa, Texas. Master's, 1937. Colo. St. Coll.

Studies the relationship between electing home economics and grade, age, parent's occupation, size of family, amount and kind of work done at home, electives available, schedule, administrator's influence, and extracurricular activities.

1823. Finley, Chloe Hope. A comparison of home economics in the private junior colleges of Tennessee with that in the University of Tennessee junior college. Master's, 1937. Tennessee. 109 p. ms.

Investigates home economics at the junior college level in the six private junior colleges of Tennessee (white) offering instruction in home economics during the school year 1936-37.

Finds the private junior colleges to be similar to the University of Tennessee junior college in regard to the length of the school year, the unit of credit, college entrance requirements, graduation requirements, teacher preparation, and in the phases of home economics offered. The private junior colleges were shown to be significantly different from the University junior college in regard to provision for spring and summer enrollment, connection with elementary and high schools and senior colleges, location of the home economics plant, number of students enrolled in home economics, number transferred to the State university, curricula for home economics, content of courses, and the number of credit hours allowed.

1824. Fowles, Rachel. Practical feeding experiments for teaching certain principles of nutrition. Master's, 1937. Iowa State.

Attempts to develop a practical method for conducting animal feeding experiments in teaching nutrition in secondary schools.

1825. Giltner, Grace. Consumer problems in the social studies program for intermediate grades: foods. Master's, 1937. Iowa.

1826. Greve, Anna Caroline. Evidences of needs of men and women in a small liberal arts college for training in home and family living. Master's, 1937. Iowa State.

Analyzes case studies made of 24 undergraduates and 12 alumni, equally divided as to sex, who had no home economics training. Finds many inadequacies in the personal development, social and family relationships of the individuals studied for which home economics could have made a contribution. Contributes a usable technique for studying student needs as a basis for curriculum planning.

1827. Hawkins, Helen Lowry. A study of Meridian, Mississippi, together with recommendation for a course of study in home economics on the junior college level. Master's, 1937. Tennessee. 127 p. ms.

Surveys Meridian, Mississippi, with particular respect to the problems which would have a bearing on courses in home economics to be offered in the newly created Meridian junior college, by means of a questionnaire filled out by 360 homemakers, including all the homes represented in the home economics department of the Meridian high school. Recommends courses in: income management, individual and household buying, selecting and maintaining a home, human development and personal adjustment, clothing for the family, food for family efficiency, and selected home problems.

1828. Hedges, E. L. The nutrition practices of married former high school home economics students. Master's, 1936. Oklahoma.

Analyzes replies to a questionnaire sent to 90 young women, former home economics students, to determine the effectiveness of the teaching of foods and nutrition in two Oklahoma City high schools. Concludes that there was some carry over and use of the high-school training in foods and nutrition.

1829. Heywood, I. Findings of the Oregon high school survey and their implications regarding the course of study in clothing. Master's, 1936. Oreg. St. Agr. Coll.

Analyzes replies to a questionnaire on clothing received from 650 girls, representative of schools from all parts of the state. Indicates an increasing interest in home sewing from the ninth to the twelfth grades. Shows a need for broader clothing courses with major emphasis placed on personal appearance, clothing selection, use of clothing, and management of money.

1830. Hiatt, Bessie D. The returned goods problem as it affects the retailer and the consumer. Master's, 1937. Kans. St. T. C., Pittsburg. 77 p. ms.

Studies of the problems growing out of the return of merchandise to stores, based on interviews of merchants and buyers. Finds that improved selling methods, customer's knowledge of quality in merchandise and informative labels would help to decrease the volume of returned merchandise. Organizes a study outline for women, designed to help them with buying problems and to develop a sympathetic understanding of the merchants' problems.

1831. Iseley, Mrs. Helen Maywood. A living study of a selected group of junior high school home economics students in Pinellas county, Florida. Master's, 1937. Tennessee. 80 p. ms.

1832. Jett, Vesta L. A professional study of home economics. Master's, 1937. Tennessee. 326 p. ma.

Finds that the growth in the number of schools offering home economics, the number of teachers and the number of pupils enrolled in home economics classes is great; discusses changes in objectives in home economics from the perfecting of skill, habit formation and technique to appreciations, attitudes, knowledge and understanding; and finds that the subject of home economics is dynamic and is constantly being changed to meet the present and future needs of the girl.

1833. Jones, Lenore Culp. Home economics outside the United States. Master's, 1937. Okla. A. & M. Coll.

Attempts to find out what was being done in the field of education for better home and family living during the last 10 years in Canada, England, Ireland, Palestine, Germany, Denmark, Norway, Finland, Switzerland, Holland, Belgium, France, Poland, Czechoslovakia, Lithuania, and Roumania. Finds that degrees in home economics are given in Canada and England; other countries give diplomas or certificates. Elementary schools in North America and Europe generally offer some sort of home economics instruction. Adult education is promoted in Europe by housewives schools, extension courses and itinerant teachers, as well as by exhibits. In Asia and Europe most girls taking advanced work live at the school and do their own food preparation and housekeeping, while in northern and central Europe they care for domestic animals, bees, poultry, gardens, orchards, and even farms.

1834. Kennington, M. C. Clothing, textiles and related art courses in the junior colleges of Texas. Master's, 1936. Texas St. Coll. for Women.

Attempts to determine the content, emphasis, and placement of courses in clothing, textiles, and related art in the junior colleges of Texas. Finds that home economics received greater consideration in the state controlled junior colleges than in independent junior colleges; that there was uniformity in granting credit in terms of semester hours, and that more emphasis was placed on clothing selection and appreciation than upon construction.

1835. Kottwitz, Mrs. Pauline Haybeck. Occupational opportunities growing out of homemaking education in Texas. Master's, 1937. Texas.

1836. Lintecum, Arline G. The status of homemaking education for college men and the development of a course in personal and home problems. Master's, 1937. Kans. St. T. C., Pittsburg. 93 p. ma.

1837. Mackensen, Kathryn Robbins. An analysis of consumers' habits and their relation to the organization of teaching units in consumer-buyer problems. Master's, 1937. Louisiana State.

Indicates that factors which determine costs; information which increases consumers' ability to judge quality should be given a major position in teaching for better consumption; and that consciousness should be developed in students as to the influence which consumer activities have in bringing about improved buying conditions.

\*1838. MaGee, Lora Belle. Subject matter in money management in junior high school home economics. Doctor's, 1937. T. C., Col. Univ. Kirksville. Northeast Missouri state teachers college, 1937. 136 p. (Bulletin of the Northeast Missouri state teachers college, vol. 37, no. 7)

Attempts to determine what subject matter is being taught in junior high school classes in home economics in the field of money management; studies and analyzes home economics textbooks to determine their method of handling family and personal money management, clothing and food economics; studies duplication between home economics and the social studies; the ways pupils' needs are being met; and the economic vocabulary of junior high school pupils.

1839. Martin, Amanda Kathrine. A survey of the development of home economics, in a selected group of colleges in the southern states. Master's, 1937. Tennessee. 109 p. ma.

Finds that the development of home economics in the colleges of the south was closely associated with the education of women in the southern states; that during the early

development of home economics, emphasis was placed on skills and practical training; later, on scientific principles applied to home problems; and still later, on family life, including such phases as child development and family and social relationships; that home economics curricula developed from a core of a few subjects, to courses looking to various specializations such as, general homemaking, teaching, dietetics, foods and nutrition, clothing and textiles, institutional work, and home demonstration work; and that coordinate with increases in enrollment of students there have been increases in types of equipment, separate home economics buildings, home management houses or apartments, and in numbers of faculty members.

1840. Miller, Elizabeth Schmitz. A study for teaching situations of home economics in vocational high schools in Tennessee, 1930-1936. Master's, 1937. Tennessee. 179 p. ms.

Finds that the average home economics department in vocational schools in Tennessee during the 1930-1935 period was located on the first floor, composed of two rooms and staffed by one teacher; that pupils enrolled for one year; that there was a definite decrease in the amount of money budgeted by the county school boards for the operating expenses of home economics in the successive years, 1930 to 1935; that a few books were added to the home economics library each year and a few magazines were purchased; that illustrative material or equipment was purchased for clothing and foods laboratories almost exclusively; and that the teacher was paid \$1,000 a year.

1841. Montgomery, Lucy. The relation between achievement in home economics and intelligence. Master's, 1937. Butler. 53 p. ms.

Compares the IQ's and achievement in home economics of 281 students in Shortridge high school, Indianapolis, Indiana. Finds a marked relation between intelligence and home economics, but not sufficient to use the IQ as a basis for accurate prognosis.

1842. Murphy, Clara May. Study of Spanish home life in relation to its place in home economics. Master's, 1937. T. C. Col. Univ. 23 p. ms.

Studies family life in Latin America.

1843. Obst, E. The development of housing as a field in home economics. Master's, 1936. Iowa St. Coll. 1

1844. Oxford, Mary Lee. Leisure time activities of girls enrolled in the freshman home economics survey course, 1936-37. Master's, 1937. Louisiana State.

Attempts to determine what freshman girls considered leisure time; to study some of their attitudes towards it; to determine the part previous planning has had in the wise use of their leisure time; to discover the factors which freshman home economics students consider important for satisfactory use of leisure; and to determine whether these girls use the facilities available for their use in leisure time activities. Indicates a need for more thorough training and education for freshman girls in obtaining and using leisure time for their best interests.

1845. Pate, Rebecca Evelyn. Variations in time expenditures of home economics student teachers. Master's, 1937. Iowa State.

Finds that a majority of the students spent more than the amount of time generally expected of courses of corresponding credit value. Recommends the increase of credit hours for the course, improved transportation facilities, lightening the credit hour load during the teaching period, and more adequate subject matter preparation for the units taught as means of reducing relative time expenditures.

1846. Porter, Esther Gladys. Possibilities in the use of newspaper advertisements as an aid to the study of home decoration and clothing in high school art. Master's, 1937. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 13: 399-400)

Analyzes clothing and house furnishing advertisements in the Sunday issues of the Pittsburgh Sun-Telegraph from June 3, 1934, to May 25, 1935. Indicates that there is considerable material in the newspaper advertisements which should have possibilities for use as aid to the study of home decorations and clothing in high-school art.

1847. Rackley, Clara G. A course of study in homemaking for the eleventh and twelfth grade high school girls of Enid, Oklahoma. Master's, 1937. Colo. S. Coll. of Ed.

1848. **Ray, Elizabeth Gibson.** A comparative study of certain phases of the home economics and industrial education graduates with the regular men and women graduates of North Texas state teachers college for the years of 1919, 1923, 1927, and 1931. Master's, 1936. North Texas St. T. C. 81 p. ms.

Finds that a large majority of the graduates came from the homes of laborers and farmers; more than half of the graduates spent 4 years in high school and entered North Texas state teachers college with 16 or more entrance credit units; 64.4 percent of the total number of graduates entered North Texas state teachers college as freshmen; 15.8 percent entered as seniors; 2.6 percent entered as special students; that the range of entrance ran from 14 to 50 years for special groups, 16 to 24 years for the industrial education graduates, and 16 to 35 years for the home economics group.

1849. **Reynolds, Virginia Blanche.** Relation of instruction in clothing selection and construction to current practices. Master's, 1937. Okla. A. & M. Coll.

Compares the teaching practices and the current practices in clothing construction and selection in Arkansas, Oklahoma, Texas, Kansas, and Missouri.

1850. **Rogers, Cornelia Ione.** A study of 25 women textile graduates now in business. Master's, 1937. Peabody. 79 p. ms.

Studies the occupations filled by the 25 women textile graduates, the personality and educational requirements for these positions, salaries, hours of work, leave and sick leave, and the courses which they had in college which were of the most value to them, and courses which would have been of value had they been taught in college.

1851. **Segner, Esther F.** An evaluation of student achievement in one aspect of the proposed home economics course of study in Wisconsin. Master's, 1936. Minnesota. 72 p. ms.

Describes an experiment conducted with 322 junior high school girls in Wisconsin schools, to whom tests which checked upon knowledge of food composition, cookery, marketing, menu planning and meal service were administered before and after the period of instruction in foods; and in which the food they ate was checked. Finds that while most groups made satisfactory gains on the pencil and paper tests, there was little relationship between what they knew about food values and their dietary habits, which in many cases were poor and did not improve during the foods unit, except in a few schools.

1852. **Sholkoff, M. S.** Formulation of a course of study in family relationships. Master's, 1937. Oregon.

\*1853. **Spache, George.** An experiment in consumer education. Doctor's, 1936. New York. 99 p. ms.

Describes experiments conducted with elementary school children and college students to determine the extent, efficiency and economy with which their attitudes toward present practices in the manufacture and sale of proprietary preparations may be influenced by introduction to critical literature, by lecture, silent reading, or a combination of the two methods.

1854. **Still, Lois.** Family and social relationships for certain high school boys. Master's, 1937. Peabody. 73 p. ms.

Attempts to determine the needs of a group of high school boys in Knoxville, Tenn., in family and social relationships, in order to plan a unit of work that will help the boy to meet his needs in family and social relationships. Recommends that the course of study include a unit on personality development, on family relationships, clothing, foods, and on social relationships.

1855. **Stinnett, Lucille Latoure.** Construction of units in consumer education for home economics pupils at Mt. Rainier high school. Master's, 1937. Maryland. 157 p. ms.

1856. **Stone, Gladys Monk.** Development of home projects in homemaking courses in high schools. Master's, 1937. Okla. A. & M. Coll.

Surveys the home project program in Oklahoma; and deals with the development of the program and the various methods used in carrying it out. Shows that home projects are a regular part of the class procedures in homemaking in a large percent of the high

schools studied; that the project program has increased to a marked degree in the last 2 years; that more home supervision is necessary for a more efficient program; that the home project method of teaching provides for individual differences; that home projects should be evaluated by teacher, parent, and pupil; that cooperation of the parents throughout the entire program is essential for the best work; and that pupils should be guided in selection of projects.

1857. **Swoyer, Martha.** An evaluation of the Manhattan high school vocational training course in institutional food service. Master's, 1937. Kans. St. Coll. of Agr.

1858. **Thomas, John Bertrand.** A study of consumer buying in California secondary schools. Master's, 1937. Stanford.

1859. **Underwood, Mrs. Marion Lunday.** A study of the homes of 100 Latin-American girls in Corpus Christi as a basis for a homemaking education program in the elementary schools. Master's, 1937. Texas.

1860. **Vaughn, M. B.** A comparison of the ability to select clothing of girls who have had two years of home economics in high school with those who have had no home economics. Master's, 1936. Kentucky.

Finds that girls with home economics training selected more becoming and appropriate clothes than did the others and gave better reasons for their choices.

1861. **Viróna, Clara Barton.** A plan for an enriched homemaking program for Foster high school. Master's, 1937. Okla. A. & M. Coll.

1862. **Wallace, Martha Dee.** A study of articles in current magazines as discussion material in the teaching of social and family relationships in the high school. Master's, 1937. Colorado. (Abstract in: University of Colorado studies, 25: 411)

Studies 183 articles which appeared in current magazines from May 1935 to December 1936 to determine the advisability of using these articles as supplementary reading material, and as basic material for class discussions in the teaching of social and family relationships in high school home economics classes. Concludes that articles from current magazines can be successfully used as basic and supplementary material in teaching social and family relationships in the high school.

1863. **Winkelhake, M. E.** An evaluation of advertising from the standpoint of the consumer, with special reference to advertising booklets used by teachers of home economics in Missouri. Master's, 1936. Missouri.

Evaluates the educational advertising material in use or recommended for use in home economics work in Missouri, based on information furnished by high-school and junior and senior college teachers, county home demonstration agents, state extension specialists, city and state supervisors, teachers of city and town adult groups, and one teacher trainer. Indicates that the use of material designed to create a preference for specific brands is unnecessary and probably undesirable.

1864. **Wirz, Rosa.** The distribution of food costs by various groups of homemakers. Master's, 1937. Texas St. Coll. for Women.

Compares the food purchasing practices of college and high school trained homemakers with the practices in college home management houses. Finds poor transfer of training from the home management course directly or indirectly to the home.

#### CHARACTER EDUCATION

1865. **Adams, Arlene Marie.** Explorative activities of the junior child in relation to character development. Master's, 1937. Hartford.

1866. **Arnheim, Roy Louis.** A comparative investigation of citizenship and character building ratings of service and non-service organization pupils of Virgil junior high school. Master's, 1937. Southern California.

\*1867. Bayliss, W. Bradford. An evaluation of a plan for character education involving the use of a pledge, an award, and a sponsor. Doctor's, 1935. T. C., Col. Univ. New York, Teachers college, Columbia university, 1936. 141 p. (Contributions to education, no. 695.)

1868. Bonner, Eleanor. An experiment in leadership training. Master's 1936. Columbia.

1869. Brown, Annabel Ferguson. The sources of moral knowledge of adolescent and pre-adolescent girls. Master's, 1937. Cincinnati. 87 p. ms.

Analyzes statements by 194 girls, aged 10 to 17 years, as to the basis for their answers to questions on a new moral judgment test. Finds that home rates first in influence, with experience and the school following in order, and friends mentioned but seldom. Finds that many answers indicate inability to state a definite basis for their answer.

1870. Bryant, Gertrude M. Character education through literature. Master's, 1937. Clark. 110 p. ms.

Finds that well chosen literature, presented with a view to character training by a trained and interested teacher may go a long way toward developing desirable habits of thought and action leading to the building of good character traits and attitudes without priggishness or affectation.

1871. Burkhardt, Roy A. Social adjustment problems of young people of high school age: a basic study for a program of character education. Doctor's, 1936. Chicago. 221 p. ms.

Seeks to discover what 153 senior high school students thought their problems were; to see how they felt about these problems; to discover some of the solutions at which they arrived; and to get from them a description of methods used in dealing with a select number of these problems.

†1872. Cole, Stewart G. Character and Christian education. Nashville, Cokesbury press, 1936. 249 p. (Kalamazoo college)

Discusses the religious quality of character and the Christian orientation of character.

1873. Collier, Rona. Civic and social agencies of Houston cooperating with the school in the character development of juveniles. Master's, 1937. Texas.

1874. Craddock, Mary E. J. The use of literature in moral education. Master's, 1937. South. Methodist. (Abstract in: Southern Methodist university. Abstracts of theses, 1937: 9-10)

1875. Donner, Arvin N. A survey of students' concepts concerning lost-and-found property. Doctor's, 1937. Iowa. (Abstract in: University of Iowa. Series on aims and progress of research, no. 52)

Analyzes the concepts of 2,188 Iowa and Texas students, ranging in age from 10 to 20 years, in the fifth through the twelfth grades, on lost-and-found property rights. Shows that Iowa students' judgments were in closer correspondence with court decisions than were the judgments of Texas students; and that the judgments of white students were in closer correspondence with court decisions than were the judgments of colored students.

1876. Fujimoto, Ichiyu. Religious influences on modern education from the standpoint of character education. Master's, 1937. Southern California.

1877. Garvey, Sister Albertus Magnus. Empirical study of the honesty of parochial school children in classroom situations. Master's, 1937. Catholic Univ. 47 p. ms.

Attempts to ascertain the effect of motivation on the tendency of school children to be dishonest as shown by their cheating. Uses a duplicating technique to detect dishonest behavior, in which the tests were fair and the situation normal. Shows that a combination of good natural motivation and supernatural motivation prompts the pupils to do better work and to be more honest. The children in the motivated group were more honest than the children in the non-motivated group.

1878. **Grady, Joseph E.** Training the high school student for the courtesies of life. Doctor's, 1937. Niagara.

1879. **Grant, Beulah.** The church as an agency for developing character in young people. Master's, 1936. Boston Univ. 117 p. ms.

Examines the factors involved in the formation of character, and the procedure by which it is modified; points out some of the important and necessary factors involved in these procedures in an effective program for the development of character; and shows the part played by the church in the producing of character.

1880. **Grass, Amzie Vernon.** Ten years of character education in Nebraska, 1927-1937. Master's, 1937. Colorado. (Abstract in: University of Colorado studies, 25: 65-66)

Shows that the Knighthood of youth program was adopted in 1931 from the National child welfare association of New York City, advancing character education in the first eight grades; that the high schools have been slow to adopt a plan for character education, most of them using the indirect method; that the State department of public instruction recommends a club activities program to develop character and citizenship; and that secondary school men favor an organized character education program.

1881. **Hagerman, Rita.** An investigation of the degree of transfer from the study of stories of honesty to the conduct of third grade children. Master's, 1937. Utah.

1882. **Heise, Bryan.** Changes in attitudes, information, and conduct produced in children by 12 weeks of instruction and practice in cooperation. Doctor's, 1937. Michigan.

1883. **Hepp, Frank.** Unitary factors in character. Doctor's, 1937. Iowa. (Abstract in: University of Iowa. Series on aims and progress of research, no. 52)

Analyzes ratings made on 200 sixth grade boys by 21 teachers for each of 55 selected character traits. Isolates and identifies eight unitary factors. Suggests that transfer might be more easily and effectively made if educators devoted their attention to general factors rather than to specific traits, as has been the practice in the past.

\*1884. **Lerner, Eugene.** Constraint areas and the moral judgment of children. Doctor's, 1937. Columbia. Menasha, Wis., George Banta publishing company, 1937. 94 p.

Describes an experiment conducted on the moral value judgments of 389 American children of six to 12 years in the schools of Montclair, N. J., based on informally conducted interviews with children from contrasting socio-economic areas. Indicates the presence of different constraint or superego areas in terms of differential adult pressure in contrasting socio-economic areas; and that the conception of parental role and the sense of imminent punishment appear to represent a relatively direct gauge of differential parental pressure as such.

1885. **McConihe, Aimee K.** Contribution of the public schools to the aims of moral education. Master's, 1937. Washington. 110 p. ms.

Analyzes 42 cases of maladjusted students found in the public schools, and finds that the schools contribute to the aims of moral education.

1886. **Mills, Mark Athen.** Suggestions for character training in small high schools. Master's, 1937. Kans. St. T. C., Pittsburg. 48 p. ms.

Analyzes the plans used by character training organizations, Hartshorne's analysis of the programs of various character training organizations, the writings of leading authorities in the field, and the results of two questionnaires sent out by the Committee on character education.

1887. **Murphy, Sister Mary.** Personality factors in character education. Master's, 1937. North Dakota.

1888. O'Brien, *Sister Mary Cataldus*. The Irish lyric in the development of Christian character in the Catholic high school. Master's, 1937. Boston Coll. 61 p. ms.

1889. Slater, *Pauline Loyola*. The development of desirable character traits through leisure time activities of the creative type. Master's, 1937. Southern California.

1890. Sloane, *Rupert Bentley*. How religion affects character. Master's. 1936. South. Methodist. (Abstract in: Southern Methodist university. Abstracts of theses, 1937: 38-39.)

Suggests that religion is an indispensable factor in achieving character and should be explored more fully by church and school.

†1891. Smith, *Henry L., McElhinney, Robert S. and Steele, George R.* Character development through religious and moral education in the public schools of the United States. Bloomington, Indiana university, 1937. 137 p. (Bulletin of the School of education, Indiana university, vol. 13, no. 3)

Defines character; shows the need for character education; discusses the present status of character education in the public schools, the objectives of character education, the handicaps in character development and methods of developing it, agencies in character education, the curriculum as a means in character development, special plans and activities, in character development; and tests and measurements in character development.

1892. Strong, *Curtis McKay*. The status of high school pupils with reference to their knowledge of certain laws. Master's, 1937. Nebraska. 58 p. ms.

Covers the laws relating to operation of motor vehicles, hunting, trapping and fishing, public parks and public property, health and sanitation, and fires. Finds the lack of knowledge of the laws deplorable, and that boys were slightly better informed than girls.

\*1893. Vaughan, *Sister Rose Helene*. The actual incidence of moral problems in nursing: a preliminary study in empirical ethics. Master's, 1935. Catholic Univ. Washington, D. C., Catholic university of America, 1935. 123 p. (Studies in nursing education, vol. 2, fascicle 2)

1894. Warren, *E. Ray*. An attempt to teach character education in the Puyallup junior-senior high school. Master's, 1937. Washington. 65 p. ms.

1895. Weidman, *E. Sylvester*. Problems of character education in secondary schools. Doctor's, 1937. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 13: 340-43)

Attempts to determine the emphasis given to character education problems by writers of character education courses of study in secondary schools; to determine the frequency of occurrence of behavior problems in the high schools; and to ascertain the treatment procedure used by high school administrators in dealing with these problems. Analyzes character education courses of study to determine the frequency of mention of behavior problems; prepares a check list of 100 behavior problems, and sends the check list to 250 principals of high schools in the eastern part of the United States for checking; analyzes the replies. Finds a need for a more uniform descriptive treatment of behavior problem terms by writers of character education courses of study; that differences in the actual occurrence of problems in the school and in courses of study should guide curricular writers in setting up character education courses; and that while there is considerable agreement in the emphasis given to some problems by principals and their frequency of occurrence in the life of the school, the differences should guide principals in determining the treatment to be given these problems.

1896. Young, *Sara Holcomb*. Character education in an elementary school. Master's, 1937. Utah.

## RELIGIOUS EDUCATION

1897. **Ablahat, Rhoda.** An analysis of the Assyrian Presbyterians of Chicago. Master's, 1937. Presbyterian College. 59 p. ms.

Analyzes the background, experiences, and needs of the Assyrian Presbyterian church in Chicago with a view toward building a more adequate religious education program. Finds a lack of trained leadership in the church; that the program of religious education is not of high standard; that the Sunday school enrollment has decreased while the church enrollment has increased.

1898. **Ahern, Helen Green.** The contribution of Christian education to an effective program for the prevention of juvenile delinquency. Master's, 1937. Biblical Seminary. 103 p. ms.

1899. **Aldrich, Charles Sherman.** The place of conversion in religious education. Master's, 1936. Columbia.

1900. **Anderson, Harriet Hay.** A history of Christmas and related factors for elementary schools. Master's, 1937. Peabody. 200 p. ms.

Studies the history of Christmas, covering religion, facts, legends, customs, observances, symbols and themes.

1901. **Bailey, H. Howard.** Growth and decline of rural Sunday schools in Campbell county, Wyoming. Master's, 1936. East Baptist. 151 p. ms.

Finds a rapid and steady increase in the number of rural Sunday schools from 1913, when there were only about two in existence, to 1927, when approximately 35 were active, and a marked decline from the record year of 1927 to the present time, when only 14 Sunday schools are active. Shows that the chief causes for failure were decreased and shifting population, lack of good leadership, loss of interest, consolidation with other Sunday schools, competitive loyalties which interfered with Sunday school attendance and denominationalism.

1902. **Barnard, Floy M.** The value of dramatics as a method in teaching religious truths. Master's, 1937. Colo. St. Coll. of Ed.

1903. **Bosley, Harold A.** A survey of the participation in religious activities on the part of 1,215 graduates, 1931-1936, of the Iowa state teachers college (241 men and 974 women). Cedar Falls, Iowa state teachers college, 1937. 4 p. ms.

Attempts to determine the extent to which the students who graduated from the Iowa state teachers college during the academic years, 1931-1936 and the summer of 1936, were affiliated with and active participants in the work of religious organizations prior to their first enrollment, during their residence as students, and after their graduation from the Iowa state teachers college.

1904. **Boyer, Walter E.** Paintings in religious education. Bachelor of Divinity, 1936. Theological Seminary. 92 p. ms.

Attempts to determine the religious content of the aesthetic experience and its manifestation in paintings; to define the character of the pragmatic value of paintings; to point out wherein the present use of paintings in the religious education program is inadequate; to ascertain the use of paintings in such a program; and to suggest modes of presentation in which the usefulness of paintings would be demonstrated.

\*1905. **Brandt, LeRoy Charles.** Socio-geographical influences on the techniques of evangelism among protestants in the United States. Doctor's, 1937. New York. 173 p. ms.

1906. **Breshears, Ethel J.** The influence of recent curriculum trends upon group graded lessons. Master's, 1936. Chicago. 111 p. ms.

Attempts to discover the extent to which the most recent trends in curriculum theory in religious education have influenced types of curricula used in the primary field by the Protestant churches which perpetuate the more traditional views of religious education.

\*1907. Bussard, Paul. The vernacular missal in religious education. Doctor's, 1936. Catholic Univ. Washington, Catholic university of America, 1937. 167 p.

Gives the history of the vernacular missal, the effects of its use, and literature for teaching its use.

1908. Butler, Charles E. A study of student religion and its changing institutional aspects in contemporary American life, 1930-1935. Master's, 1936. Yale. 280 p. ms.

Finds that during the period from 1920 to 1930 there was a decline in religious interest and a movement away from religion, and indifference and some opposition to religious ideas and to religious institutions; that after 1930 there was a continuance of indifference, but an increasing curiosity and reader response to religion; that there have been marked changes in the institutional channels through which religious experience and leadership have been provided; that cooperation and joint planning between Christian associations, church groups, and administration leaders has increased in local campus situations.

1909. Chapin, Persis Elizabeth. Life and customs of Israel during the United Kingdom: a unit for intermediates. Master's, 1937. Hartford.

1910. Chase, Cornelius Thurston. The content and technique of the education given by the Roman Catholic church in the United States to its junior scholars. Master's, 1937. Hartford.

1911. Coldren, Charles M., jr. "The concept of religion in religious education." Master's, 1936. Crözer. 130 p. ms.

Analyzes and compares the many conceptions of religion which have been stated or implied by men and women writing in the field of religious education.

1912. DeBoer, Hilda E. Teaching procedures in intermediate Sunday school classes in Presbyterian neighborhood houses in the Chicago area. Master's, 1936. Presbyterian Coll. 170 p. ms.

Analyzes the teaching procedures in 24 Sunday school classes in 11 neighborhood houses, one institutional church, with an average attendance of 7.3 per class. Finds that neighborhood houses may become "experimental stations" in progressive education and in world friendship education because of the type of leadership and because of the nationalities represented.

1913. Douty, Mary Alice. The director of religious education facing his job. Master's, 1936. Columbia.

1914. Genné, William H. The development of the youth program of the International council of religious education. Master's, 1936. Yale. 111 p. ms.

Tells the story of the development of interdenominational work with young people as it was fostered by the International council of religious education from the time of its formation until the second Christian youth council of North America in June, 1934.

1915. Gleason, John Ryan. A study of the content of the curriculum in high school religion. Doctor's, 1937. Loyola. 178 p. ms.

Finds that a jury of experts approved of 100 topics as deserving a place in the curriculum of high school religion; that there was considerable difference of opinion on many other topics, which at times are stressed by some teachers and are treated lightly by others.

1916. Goulter, Oswald J. Applied Christianity and missions. Master's, 1937. Columbia. 46 p. ms.

1917. Hanson, Robert Edward. Present status of the rural churches in Indiana. Bachelor of Divinity, 1937. Butler. 187 p. ms.

Analyzes 60 replies to a questionnaire sent to the rural Churches of Christ (Disciples) in Indiana to determine the education and career of the ministers, the activities of the church, Sunday schools, other church organizations, attendance, income, growth, and relations with rural social organizations. Shows that full-time ministries give better results.

in terms of organization than part-time ministries; that church and Sunday school attendance declined between 1927 and 1933; and that training is necessary for success in the ministry.

1918. Hudson, Martha Elisabeth. Effective supervisory leadership in Christian education. Master's, 1937. Biblical Seminary. 123 p. ms.

1919. Kemm, Mildred Helen. A program of religious education in the tenements. Master's, 1937. Columbia.

1920. Kiernan, Bernard James. Is there a need for teaching brothers? Master's, 1937. Detroit. 148 p. ms.

Shows that religious education is a necessity in meeting the need for complete education; that it cannot be given satisfactorily in Sunday schools, public schools, or after school church classes; that religious education and complete education can be given in parochial schools and in Catholic private schools; that parochial schools for boys and young men and Catholic private schools can best be taught by teaching brothers, of whom there is an insufficient number; and that vocational guidance may overcome this need.

1921. Knape, Junie Laurida. How the religious educational director may help the present day home. Master's, 1936. Southwestern Baptist. 29 p. ms.

Finds that with the exception of the Methodist Episcopal church, South, denominations are doing very little.

1922. Landon, Jean McRae. A view of religion and some of its implications for religious education. Master's, 1937. Columbia.

1923. Lennon, Brother C. Andrew. A study of the struggle to maintain religion in education in Massachusetts during the years 1820-1850. Master's, 1937. Fordham. 76 p. ms.

1924. Lockwood, Doris Rivett. The place of personal counselling in the work of a director of religious education with special reference to young people. Master's, 1936. Columbia.

1925. McMullen, John S. What is Christian education? Master's, 1937. Columbia.

1926. Mentch, Dorothy Verna. Biblical literature for the junior religious education curriculum. Master's, 1937. Pacific School. 115 p. ms.

1927. Mininger, Paul E. An introductory study of the place of the Bible in evangelical Christian education. Master's, 1936. East. Baptist. 61 p. ms.

Attempts to determine what the Bible is, what its possibilities are for realizing the objectives of Christian education, and what its place is in the educational process.

1928. Minster, Maud. Biblical knowledge taught by churches. Master's, 1937. Penn. State. 47 p. ms.

Attempts to determine to what extent boys and girls of high school age, who have attended classes in various religious organizations, have acquired knowledge of the Bible in comparison with boys and girls of high school age who have not attended these various classes; compares the various religious sects, denominations, sex of pupils, and pupils who have attended Sunday school camps with those who have not attended camps. Analyzes results of a test of 35 items administered to 444 junior students in Altoona, Pa. senior high school. Finds that the pupils who attended Sunday school had more Biblical knowledge than did those who did not attend; and that most of the pupils attended Sunday school. Recommends that the Bible and its study be restored to the schools.

1929. Muller, Carolyn Edna. Cooperatives and Christian education. Master's, 1937. Hartford.

1930. Murphy, Bonneau B. Social contributions of the International council of religious education. Doctoral, 1936. Yale. 352 p. ms.

Presents, describes and compares the pronouncements and activities of the International council of religious education with respect to the major social problems of American life.

1931. Murray, John H. The reconstruction of the church school. Bachelor of Divinity, 1937. Union Theological.

1932. Myers, John Wynn. The use of art in the Christian education of juniors. Bachelor of Divinity, 1936. Emory. 184 p. ms.

Studies the use of paintings, photographs and their reproductions in Christian education of children from 9 to 12 years of age. Defines visual instruction, points out its relationship to the dynamic teaching method, discusses the specific use of pictures in Christian education.

1933. Napp, Kathryn. The church and the missionary education of primary children. Master's, 1937. Hartford.

1934. Nollen, Marion. The relationship between certain personality traits and religious adjustment. Master's, 1937. Purdue. 43 p. ms.

Tests 125 people of different ages and of different religious backgrounds by means of the Bernreuter personality inventory, and the Kelly-Remmers scale for measuring attitude toward any institution. Finds that the more religious group was more sociable and scored higher in the religious attitude scale; the less religious group scored higher in the traits of self-sufficiency and self-confidence.

1935. O'Neal, Norman. The development of the daily vacation Bible school movement among Southern Baptists. Master's, 1936. Southwestern Baptist. 58 p. ms.

1936. Reifsnyder, Walter Esaias. An analysis of children's sermons. Doctor's, 1937. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 13: 279-85)

Evaluates children's sermons as a technique in religious education, and attempts to determine what type of material is best retained by the children when they hear a sermon and how many of the key statements are recognized immediately after a sermon is presented to them. Tests 20 sermons with 1,918 children in the fifth, sixth, and seventh grade. Finds that sermons in which only one theme is used rank highest in the scoring of the children; that illustrations taken from history appear to be the type of material easiest to retain; that scores were not affected by the length of the sermons; that the amount of Biblical or non-Biblical material had no effect on the scoring of the sermons by the children; that low ranking sermons indulge freely in the use of serious advice and moralizing; that more serious attention should be given to the task of preparing sermons for children; and that the sermons are too difficult for children to understand.

1937. Rice, Bertha Dale. A study of Christian education in the southern Appalachian highlands under the Presbyterian church, U. S. A. Master's, 1937. Biblical Seminary. 127 p. ms.

1938. Roberts, Grace Stiles. The Book of the Proverbs as a study for early adolescents. Master's, 1937, Biblical Seminary. 116 p. ms.

1939. Scharfe, Howard Carman. The American protestant church as an educational institution; a plea for coordination and unification. Bachelor of Divinity, 1937. Union Theological.

1940. Tappan, Margaret. A study of conservatism and liberalism in the religious thinking of young people of college age. Doctor's, 1937. Southern California. 167 p. ms.

Attempts to determine the degree of conservatism or liberalism of young people of college age on the thought forms of religious concepts, and on the recognition of the responsibility which the church should assume in social reconstruction. Finds that the majority of the groups studied agree on few items in both religious beliefs and in religious-social attitudes.

1941. VanKirk, P. Wayne. Discovery of ability in the church school. Master's, 1936. Presbyterian Coll. 65 p. ms.

Studies Presbyterian churches in Chicago to determine the kinds of lay talent and experience needed, the most important and hopeful sources of supply, the best ways of prospecting and discovering potential lay workers, ways of establishing most favorable contacts, means of liberating hidden powers, and outlets for the expression of emotions and convictions.

1942. Welsh, Walter N. Some elements of the problem of child God concepts. Bachelor of Divinity, 1936. Theological Seminary. 51 p. ms.

Concludes that children make little distinction between types of belief in God; that they have not been stimulated to independent and creative thought; that traditional dogma and liberal views are equally impressed upon them in home and church school.

1943. Wilburn, Ethel Margaret. A study of the Epistle to the Hebrews for its pedagogical implications. Master's, 1937. Biblical Seminary. 77 p. ms.

1944. Williams, John Paul. The adjustment of the Methodist Episcopal church to the changing needs of its constituency as illustrated by a survey of the opinions of Methodists living in and near Springfield, Massachusetts. Doctor's, 1937. T. C., Col. Univ.

Attempts to determine what maladjustments, if any, exist between the institutional structure of the church and the needs of the constituency of the church in the Area in and near Springfield. Analyzes interviews with 151 members of official boards and 38 ministers, and questionnaires checked by 233 members of Methodist churches and 114 Methodist college students. Finds the need for the church to adopt a policy of self-examination and of continuous change of its institutional structure.

1945. Wilson, Frank Theodore. A program of religious education for the liberal arts college of Lincoln University. Doctor's, 1937. Columbia.

1946. Wilson, Martha Elizabeth. Jesus as a leader in relation to the Christian education of youth. Master's, 1937. Biblical Seminary. 95 p. ms.

## PRESCHOOL EDUCATION

1947. Adams, Mary Joyce. Modified behavior of five year old children in Peabody demonstration school. Master's, 1937. Peabody. 106 p. ms.

Studies 85 recorded observations of modified behavior of five year old children in the Peabody demonstration school. Shows that the activity period in which there are fewest restrictions on behavior yields the greatest number of desirable modified responses; and a multiplicity of interactions of emotional and social relationships.

1948. Barnes, Annice Ashton. The value of a nursery school to a teacher training institution. Master's, 1937. Colorado. (Abstract in: University of Colorado studies, 25: 36-37)

Shows that the values derived from the nursery school training at the Oklahoma college for women at Chickasha, warrant the existence of a nursery school in every teacher training institution for the development of the students in training for professional and private life, and for the development of subject matter and methods of presentation.

1949. Barry, O. I. A form for recording objectively the social contacts of nursery school children. Master's, 1936. Kans. St. Coll. of Agr.

1950. Borgeson, Gertrude M. Techniques used by the teacher in the nursery school luncheon period. Doctor's, 1937. T. C., Col. Univ.

Observes, describes and analyzes the various techniques used by teachers during the nursery school luncheon period and evaluates these techniques in terms of their effect upon the children. Studies six teachers and 27 children at the nursery school of the Child development institute, Teachers college, and four teachers and 21 children at one of the Federal emergency nursery schools. Shows the need for care in selecting teachers who have had specific nursery school training and experience, and who have certain personality characteristics that elicit desirable responses from the children.

1951. Boyce, Leta. A study of resistant responses in Peabody nursery school children. Master's, 1937. Peabody. 118 p. ms.

Analyzes 62 records of resistant behavior as observed among children of Peabody nursery school to gain understanding of negative behavior in the young child as regards its natural development, factors in the social environment which encourage it, and desirable methods of dealing with it.

1952. **Christianson, Helen.** 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 functional aspects in selected nursery school, kindergarten, and first grade groups. Doctor's, 1937. T. C. Col. Univ. New York, Teachers college, Columbia university, 1938. 196 p. (Contributions to education, no. 736)

Develops systematic techniques for observing and recording child behavior patterns during situations involving music; constructs a rating scale based on recorded evidence of children's responsiveness to markedly rhythmic music; selects and evaluates markedly rhythmic music with reference to criteria of suitability for use with children. Studies individual and age differences in 16 two and three year old children in Manhattanville nursery school, in 26 four and five year old children in Manhattanville nursery kindergarten and in 30 children enrolled in the first grade class of a public school. Indicates that experiencing music experimentally and creatively through bodily rhythmic movement is one of the most important phases of the young child's musical development.

1953. **Evans, Janet.** A comparison of certain aspects of mental development of children in the Ames emergency nursery school and the Iowa state college nursery school. Master's, 1937. Iowa State.

Compares some social behavior traits in the Iowa state college nursery school and the Ames emergency nursery school children. Finds highly significant differences in the occupational status of the parents of the two groups; that the college nursery school group compared with the emergency nursery school group had higher IQ rating on the Merrill Palmer scale, lived in homes which were quite superior, and were significantly higher in language development.

1954. **Grewar, Eunice Phoebe.** A survey of preschool education in the state of Iowa. Master's, 1937. Iowa State.

Finds that there are 12 WPA nursery schools and 14 others in the state; that there is room for improvement in housing and equipment; that except in the WPA nursery schools the three day is the most popular; that average enrollment of the WPA schools is 31.5 for the other schools 19.6 percent of the population of that age; and that there are no state regulations to insure adequately trained teachers for nursery schools.

1955. **Hays, Dorothy Estelle.** Evaluation of two methods of nursery school observation by high school girls. Master's, 1937. Iowa State.

Uses four groups of high school girls in Waxahachie, Texas, high school, in a comparative investigation of two methods of nursery school observation. Two groups made observation without previous discussion, while two other groups preceded observation with reading assignment and formulation of a guide for observation. Finds both methods effective in learning.

1956. **Hill, Mary Underwood.** A study of the factors affecting the length of time taken for nursery school children to eat lunch. Master's 1937. Tennessee. 56 p. ms.

Observes 54 nursery school children ranging in age from 2 to 5 years during 988 meals, to determine some of the factors affecting the length of time taken for eating lunch. Finds that the kind of food, the method of preparation, and the frequency of serving affected the length of time taken for eating; boys ate more quickly than girls; regardless of sex, 3-year-old children required more time for eating than any other age group, the temperature of the room, weather conditions, the length of nursery school attendance, the number of children present for lunch, and the number of observers present seemed to affect the time spent in eating.

1957. **Hodo, M.** A study of changes in social attitude and companionship effected by a small group isolation technique. Master's, 1936. Chicago.

Compares sociable and unsociable children during a dully play period, in order to determine causes of unsociableness, to test techniques developed for stimulating companionship, and to discover relative values of different types of toys in facilitating cooperative play. Finds that unsociable children improved in sociability and became more friendly and talkative.

1958. **Hornung, Marie.** The development of understanding of time in pre-school children. Master's, 1937. Nebraska.

Attempts to determine what ideas children of 3, 4, and 5 years of age have concerning time. Finds that age and mental age are closely related to ideas of time.

1959. **Howlett, Elizabeth.** A civic slant on child training in the preschool years. Master's, 1937. Boston Univ. 137 p. ms.

Defines and analyzes selfishness, hatred and dishonesty, and shows the deterrent effects of the home, church and school on their growth, and suggests practices and procedures in preschool training that may aid in checking these traits.

1960. **Jeary, Kathleen.** A comparative study of some aspects of social behavior in only and non-only preschool children. Master's, 1937. Nebraska.

Compares 20 only and 20 non-only nursery school children as to social participation and social and emotional attitudes. Finds no significant differences in the behavior of the two groups.

1961. **Pepoon, Lucille.** The language development of children attending nursery school as compared with non-nursery school children. Master's, 1937. Nebraska.

Attempts to determine whether or not nursery school attendance influences the language development of three or four year old children, by comparing 100 sentences secured from a group of nursery school children, and 100 sentences secured from a group who had never attended a nursery school. Finds no significant differences between the groups.

1962. **Sandell, Harriet Jean.** The effect of a mid-morning lunch upon the subsequent behavior of nursery school children. Master's, 1937. Iowa State.

Finds that the mid morning lunch was associated with more general motor activity and more pleasant facial expressions; that it did not affect the amount of eating at noon nor the time that it took the children to eat.

1963. **Spencer, Mary Elizabeth.** The comparative interest of nursery school children in original, realistic, and fanciful stories as indicated by partial recall. Master's, 1937. Iowa State.

Measures the popularity of fanciful and of realistic stories told to 16 children between three and five years of age, by recording the responses made by the children while the stories were being read, and by the number of key words a child could recall after hearing a story read six times.

## ELEMENTARY EDUCATION

1964. **Addisson, Grady L.** An educational achievement in the city schools of Greenville, Tennessee. Master's, 1937. Tennessee. 90 p. ms.

Finds that a thorough testing program is essential to good teaching; the schools were all low in arithmetic accomplishment as indicated by the testing program; a creditable gain in arithmetic accomplishment was the result of the remedial work; a specific program of this type causes the teachers to carry on a more professionalized type of work and causes a more studious attitude on the part of the student.

1965. **Anderson, Georgia May.** Indoctrination; its use and misuse in the elementary school. Master's, 1937. Washington Univ. 37 p. ms.

1966. **Baucom, Pollye Sanborn.** Factors contributing to the scholastic attainment of elementary pupils. Master's, 1937. Kansas.

1967. **Beck, Walter Herman.** Lutheran elementary schools in the United States. Doctor's, 1937. Temple. 591 p. ms.

Studies the history of synodical educational policies and administration, from 1818 to the present. Shows that the elementary schools of the Lutheran church have never constituted a single or definitely organized system, but have individual units; and that spiritual and civic development are their primary objectives.

1968. **Billig, Albert LeRoy.** Finger nail-biting among elementary school children. Master's, 1936. Columbia.

1969. **Bogard, Oscar W.** The achievement of pupils using the integrated curriculum in the Houston public schools. Master's, 1937. Colorado. (Abstract in: University of Colorado studies, 25: 42)

Describes an experiment conducted in the Harrisburg elementary school, the Deady junior high school, and the Milby senior high school of Houston, Texas, to compare the

academic achievement of two experimental groups of pupils who had been taught under an integrated curriculum, and a control group composed of pupils who had followed the regular course of study.

1970. Bohne, Emmitt Jullian. A problem in pupil achievement in a retarded elementary school. Master's, 1936. Stanford.

1971. Brazelton, Florence Carter. The effect upon achievement, at various levels, of certain remedial measures based upon detailed case studies. Master's, 1937. Southern California.

1972. Burke, Bessie B. Bluett. A study of the social maturity grouping in the elementary school. Master's, 1937. Southern California.

1973. Carpenter, Ralph B. Some instructional problems of bright children in Detroit schools. Master's, 1936. Detroit. 84 p. ms.

Studies 50 pupils of high mentality in grade 6A in seven schools, to determine whether they are held back needlessly and what enrichment they are getting. Finds considerable variation between report card marks and test results whether expressed in grade level or relative scores; shows a decided trend away from the practice of skipping grades; that the vast majority are taking special measures to provide enrichment at their regular grade; that enrichment was provided by more detailed study, creation of new units, different methods of presentation, clubs, problem assignments, and projects. Advises revising the courses of study to provide more differentiation in minimum requirements for different ability groups.

1974. Chworowsky, Martin P. The contemporary conflict in social and educational philosophies and the function of the elementary school. Doctor's, 1937. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 13: 52-59)

Discusses the social and educational implications of the democratic, Fascist and Communist philosophies. Points out that the elementary school must seek to develop in children the ideal of creating a better way of life through the experiences they live. The children must practice cooperative living in group situations in order that they may progressively grow to understand how personality and society develop hand in hand.

1975. Cowin, Duane Verne. A comparative study of Colorado church and public schools. Master's, 1937. Denver. 65 p. ms.

Attempts to determine the conditions existing in 26 Seventh-Day Adventist church schools in the state of Colorado matched with an equal number of small public schools selected entirely from third-class districts in the state, having grades 1 to 8. Compares buildings, school sessions, average daily attendance, experience of the teachers, teacher preparation, certification, and salaries, total cost of operation, and cost per pupil. Finds that there is no significant difference between the two types of schools except in expenditure of money, and that the extra money used in the public schools was spent largely for teachers' salaries.

1976. Davidson, Marie. The criteria of child creative power. Master's, 1937. Denver. 96 p. ms.

Tries to discover a few characteristics relative to the creative power of children, and to determine to what extent these characteristics are criteria of child creative power. Analyzes 27 criteria on a check list applied by Denver public-school teachers to 100 children adjudged creative and to 100 children regarded noncreative, ages 9 to 10. Finds a close association between the presence of the criteria in 100 creative cases, and the absence of the criteria in 100 non-creative cases. Concludes that the results are sufficiently worth while to arouse an interest in the characteristics of creative children, and to satisfy, in a very limited manner, the need for definite studies in the field of creativeness.

1977. DeLay, Ethel Ruth. Factors associated with the achievement of fifth grade pupils in Craig county. Master's, 1937. Okla. A. & M. Coll.

Attempts to show how the achievement of the fifth grade pupils in Craig county was affected by the number of teachers, the accreditation of the schools, the teachers' qualifications, tenure, and salary. Finds that achievement of pupils increases with the number of teachers, and with the accreditation of schools, but not in relation to the scholastic preparation, experience, tenure, and salary of teachers.

1978. **Dimmick, Earl A.** An appraisal of an elementary school reorganization in terms of its effect upon the children who attend it. Doctor's, 1937. Pittsburgh. (Abstract in: University of Pittsburgh. Abstract of theses, researches in progress, and bibliography of publications, 13:82-90).

Appraises a school reorganization from a platoon type to a remedial type organization, in terms of the change, development, or growth of the children who attend the school. Studies the Shakespeare elementary school, in Pittsburgh, for the 2 years, 1934-35, and 1935-36. Finds that the remedial group plan of organization was superior in that mal-adjusted children achieved more than under the standard platoon plan of organization; that personality adjustment shifted from the dominance of negative traits to a gradual development of positive traits through a functional activity program; and that enriched opportunities for normal children grew out of the removal and segregation of slow learning pupils under the remedial group plan.

\*1979. **Di Napoli, Peter J.** Homework in the New York city elementary schools. Doctor's, 1936. T. C. Col Univ. New York, Teachers college, Columbia university, 1937. 60 p. (Contributions to education, no. 710)

1980. **Hasley, Marion L.** Individual differences among the children in a small school system. Master's, 1937., Oklahoma. 94 p. ms.

Investigates age grade distribution, mental age, chronological age, and achievement scores in many subjects among 130 pupils of a small community, with particular attention being given to individual differences. Finds that in this school 58 percent of the pupils were retarded in mental age; 70 percent were retarded in chronological age; a wide range in achievement in each grade; and great overlapping among the grades.

1981. **Eisensohn, L.** A comparative study of the attitudes of a group of private progressive school teachers and public school teachers in the elementary grades toward behavior problems of children. Master's, 1937. Coll. of the City of New York. 68 p. ms.

Attempts to ascertain the effect of courses in psychology and mental hygiene, and the number of years of teaching experience on the reaction of teachers toward these problems. Administers a questionnaire and rating scale used by E. K. Wickman in his study of teachers' attitudes, to 60 public elementary school and 30 private elementary school teachers in New York City. The public school teachers considered as most serious problems of sex and honesty and problems related to class room teaching and management. The private school teachers considered the personal problems of the introvert child as most significant. In general, the ratings of the private progressive school teachers more closely approached those of clinicians than did the ratings of the public school teachers. The questionnaire revealed that of the two factors, courses in psychology and length of teaching experience, the former is more effective in developing an understanding of children's behavior problems.

\*1982. **Engstrom, G. E.** A study of the effectiveness of the learning of 50 fifth and sixth grade pupils, under a departmental plan of organization compared with 50 pupils of the same grades under the traditional grade organization, as measured by certain achievement tests. Master's, 1937. Penn. State. 21 p. ms.

Finds that there is nothing inherent in the departmental plan that makes for either better or worse results in so far as it affects pupil achievement; pupils and teachers favor it over the traditional plan; expert opinion favors it; and it is more economical to administer.

1983. **Gardiner, C. S.** A mental and achievement survey of grades 4, 5, 6, and 7 in Floresville, Texas, public schools. Austin, University of Texas, 1937.

1984. **Gardner, Mary Frances.** How the child's social needs are being met in some first grades of North Texas. Master's, 1936. North Texas St. T. C. 172 p. ms.

1985. **Garland, Clarence James.** An age-grade-program study of the elementary grades of the Eagle Pass schools for the period 1931-32-1935-36. Master's, 1937. Texas.

1986. Gibbs, Lester A. Comparative achievements of pupils in schools of different types. Master's, 1937. Oklahoma. 198 p. ms.

Administers achievement tests to pupils in rural schools, in a small town school, and in several small cities, and compares the results. Finds that the pupils of the small town school did as well as those of the small cities, and better than the pupils of the rural schools in every subject tested.

1987. Goff, Mary Katherine. Interests of first grade children as revealed by their questions. Master's, 1937. Peabody. 53 p. ms.

Studies questions asked by 45 first grade children over a period of nine months. Finds that first grade children are primarily interested in people; that they are more interested in children than in adults; and that they are especially interested in their immediate environment.

1988. Hair, Lucile Dooley. Parents' criticism of the elementary school. Master's, 1937. Oklahoma. 58 p. ms.

Discusses the answers of parents in Weatherford, Oklahoma to 125 questions on local schools. Finds that some of the most striking agreements of the parents were that: the school should provide a yearly physical examination for each child and no child should be allowed to attend school when he has a contagious disease; teachers should not be hired who do not particularly like to teach; most children like school and see definite value in regular attendance; and the parents feel some responsibility for the child's school life.

1989. Hampton, Muriel Clara. The nurture of creative writing in the elementary school. Master's, 1937. Southern California.

1990. Hinton, William Miller. The adjustment behavior of elementary school children. Doctor's 1937. Ohio State. 110 p. ms.

1991. Hull, Robert. Problems of new pupils in the schools. Master's, 1937. Ohio State. 87 p. ms.

Studies 35 new pupils who entered the Niles school system during the school year 1935-36, and finds that their problems are similar to those of the regular pupils, but may be intensified by transfer.

1992. Huxtable, Zelma Langdon. A comparison of learning outcomes following activities emphasizing pupils' self-directed and formally guided responses. Doctor's, 1937. Southern California.

Compares learning outcomes of eighth and ninth grade pupils left to direct their own responses in a controlled environment, and guided formally by authoritatively determined values. Shows no statistically significant differences in any one of 24 group experiments, including 804 instances of pupil response.

1993. Iler, Vesta. Modern trends in teaching and recognition in the primary grades. Master's, 1937. Drake. 71 p. ms.

1994. Irion, Mae D. A program of auditorium instruction in an elementary school. Master's, 1937. Cincinnati. 89 p. ms.

Discusses aims and practices in auditorium work in a 6-year elementary school with 28 pupils, with leadership by an auditorium teacher.

1995. Kirkpatrick, Lois. The relation of freedom and responsibility in the elementary school. Master's, 1937. Ohio State. 168 p. ms.

1996. Kripke, Shirley E. A study of the laughing and smiling responses of elementary school children. Master's, 1937. Michigan.

1997. Kunkel, Roy M. The learning of eighth grade pupils over a period of nine months. Master's, 1937. Oklahoma. 144 p. ms.

Finds that the percentage of gains in all subjects, the normal pupils ranked first, the retarded pupils second, and the accelerated third; in percentage of pupils gaining, the accelerated pupils, ranked first, the normal pupils second, and the retarded pupils third.

1998. **Layelle, Sister M. Bernadine.** Extent and significance of the decrease in elementary school enrollment. Master's, 1937. Catholic Univ., 70 p. ms.

Studies enrollment trends in grades 1 to 8 of the regular day schools in the United States, based upon data for tax supported and Catholic schools selected from broad geographical divisions. Shows a steadily decreasing enrollment in grades 1 to 5 in all the schools, and an increasing enrollment in grades 6 to 8 of the urban schools.

\*1999. **Little, Martin Ebert.** A study of the eighth grade diploma situation in Kansas. Master's, 1937. Kans. St. T. C., Emporia. Topeka, Kansas state printing plant, 1937. 37 p. (Kansas state teachers college of Emporia. Bulletin of information, vol. 17, no. 6. Studies in education, no. 13)

Analyzes expressions of opinion from 97 of the 105 county superintendents in Kansas as to whether they would abolish the present system of promotion, the faults of the present system, ways in which the system could be improved, the justification for the present system, plans used in other states, opinions of state superintendents and elementary school supervisors of neighboring states, opinions of prominent administrators of Kansas, the certification and number of college credit hours of teachers in Sumner county, and the average number of years of experience of teachers in Sumner county. Compares the work, as judged by failures in the examination, between rural and village schools; gives samples of tests. Finds that 38 county superintendents recommend abolishing the county diploma examination, and 56 recommend the retention of the present county examination. Recommends that teacher qualifications be raised by an act of the legislature; consolidation of many of the rural schools; that achievement tests be given in lieu of county examinations; that county superintendents allow the head of any grade school to promote as he sees fit; and that the county examination be abolished as soon as the educational qualifications of the teachers are raised.

2000. **Lonsdale, Bernard James.** Creative expression in verse in Los Angeles county elementary schools. Master's, 1937. Southern California.

2001. **Mead, A. R. and Glen, Edith D.** A study of 28 seventh grade pupil groups in Florida for the year 1934-35. Gainesville, University of Florida, 1936. 75 p. ms.

Analyzes data on the physical, mental and social characteristics of children, their achievement status, the qualifications and quality of teaching of their instructors, and the home and community background of the children.

2002. **Monroe, Roger Clifford.** Federal participation in the equalization of elementary and secondary public education. Master's, 1937. Florida.

2003. **Moran, William A.** Progress of children as conditioned by grade school building attended. Master's, 1937. Alabama. 44 p. ms.

\*2004. **Moulton, Onsville Joshua.** The operation of techniques to improve the efficiency of an educational program: a record of a professional undertaking in the elementary schools of the township of Neptune, New Jersey, with practical recommendations. Doctor's, 1937. New York. 221 p. ms.

- Develops techniques to determine the effectiveness of the educational program of the Neptune elementary schools. Describes the special classes, regrading, alteration of the reading curriculum, revision of the English and science curricula, the use of new type report cards, changes in promotion methods, organization, individual instruction, the use of permanent record cards as the results of operating a cumulative program of standardized tests and measurements.

-2005. **Myers, Max.** A survey of reported accidents to children of the Philadelphia public elementary schools which occurred on the grounds and in the buildings for the school year 1934-1935. Master's, 1937. Temple. 143 p. ms.

Finds that many accidents occur in the school yard, and during recess and noon periods; that falls are responsible for the greater number of accidents.

\*2006. Nussey, Herbert V. The effect upon educational accomplishment of a scholarship society in an elementary school. Doctor's, 1936. New York. 117 p. ms.

Attempts to determine whether or not the creation of a scholarship society in an elementary school would affect the educational achievement of relatively superior children, and the extent to which it would affect it. Describes an experiment conducted with selected pupils in the fifth, sixth, seventh, and eighth grades of one elementary school. Finds that a scholarship society stressing scholarship, honor and service stimulates the scholarship of relatively brighter elementary school children of the middle and upper grades, that it stimulates interest in the social studies, literature and language, and that its stimulus was felt in almost equal measure by all grades included in the study.

2007. Overman, A. The possible relation of economic status to the physical condition of Lincoln school children, as indicated by their heights and weights and gains in height and weight. Master's, 1937. Nebraska.

Studies the heights and weights of 187 Lincoln school children 8 to 10 years of age from relief families and of 434 children of the same age group from non-relief families, to ascertain the possible effect of economic status on physical condition. Finds that average gains in the relief groups were more rapid than average gains in the low income non-relief group; that weight gains of relief children varied directly with the length of time the chief breadwinner had been unemployed.

2008. Partington, Russel O. A comparison of pupil's achievement in the basic study skills in schools with little departmentalization and in schools with much departmentalization. Master's, 1937. Michigan.

2009. Pugsley, C. A., Morrison, J. C. and others. Survey of elementary schools, Roslyn, Long Island. Buffalo, New York state teachers college, 1937.

2010. Reilly, Annie Elizabeth. A survey of children's interests and reactions to programs. Master's, 1937. Southern California.

2011. Scott, Frank Phelps. Recognizing and providing for differences in ability among school children. Master's, 1937. East Texas St. T. C. 94 p. ms.

2012. Shields, Lillian Sellers. Use of free material in elementary school activities. Master's, 1937. Ohio State. 128 p. ms.

2013. Smyth, George Shirley. Organization and development of elementary and secondary education in Fremont county, Wyoming. Master's, 1937. Colorado. (Abstract in: University of Colorado studies, 25: 102-103)

Surveys the school organization, school transportation facilities, sources of school revenue, present methods employed by school districts of payment of tuition and isolation grants for children who are too remote from the established schools to attend them. Finds that elementary schools are much more available to the children than are secondary schools; that existing school laws should be revised to allow the county authorities to assume some of the responsibility of caring for the isolated children. Suggests consolidation of certain districts, a state fund for subsidizing districts that maintain bus routes, and correspondence courses prepared for students who are too remote from any school to attend.

\*2014. Stout, H. G. Variations of normal children. Doctor's, 1937. Nebraska. (Journal of experimental education, 6: 84-100, September 1937) (Reprint)

Studies the educational achievement, social status, health and physical condition, and special abilities of 58 children, 10 years of age, with IQ's ranging between 90 and 100. Finds that no child varied less than 17 rank positions among the various measures used, and that no child was even placed in the same grade in all school subjects, by standard tests.

2015. Thalgot, Alberta Florence. A study of the mental, educational, and problem behavior status of a group of third grade pupils. Master's, 1937. Florida.

†2016. Tieg, Ernest W. The management of learning in the elementary schools. New York, Longmans, Green and co., 1937. 306 p. (University of Southern California)

Deals with the philosophy and theory of elementary education, and the curriculum in action.

2017. Truscott, Katherine McGovern. The length of lesson assignments in the elementary grade schools in Oklahoma. Master's, 1937. Oklahoma. 55 p. ms.

Indicates that the most generally accepted plan of teaching in Oklahoma is the use of longer units of work. The length of units is determined by the nature of the subject matter, and that there is not a set time period for units. The subject matter of units is selected principally by the teacher. In planning a unit, the questions to study, reference material, and activities are selected by both the teacher and the pupils about equally. Few teachers in Oklahoma are combining, fusing, or integrating subjects. Geography, history, and civics are most frequently combined into one course.

2018. Walker, Richard Curtis. Intelligence, achievement and formal grade classification in a representative school situation: an analytical study. Master's, 1937. Purdue. 22 p. ms.

Analyzes results of intelligence and achievement tests given in the upper five grades in the Lafayette school system. Indicates that achievement is fairly uniform; that pupils on the whole are achieving up to capacity; grade classification is irregular; and teaching emphasis is greatest in English and reading.

\*2019. Wallenstein, Nehemiah. Character and personality of children from broken homes. Doctor's, 1937. T. C., Col. Univ. New York, Teachers college, Columbia university, 1937. 86 p. (Contributions to education, no. 721)

Attempts to determine the extent to which a broken home situation is measurably associated with the character and personality development of the children exposed to it; and to ascertain the incidence of broken homes among the elementary school population. Finds a total of over 17 percent of broken home children in the public schools; that on the whole, children from broken homes are retarded in school grade when compared with normal home children; that broken home children have a lower socio-economic status; that a broken home status seems to be more disadvantageous to boys than to girls.

\*2020. West, Joe Young. A technique for appraising certain observable behavior of children in science in elementary schools. Doctor's, 1937. T. C., Col. Univ. New York, Teachers college, Columbia university, 1937. 118 p. (Contributions to education, no. 728)

Investigates briefly methods of appraisal which have been used in elementary schools, and tries to select the one most appropriate for appraising certain observable behavior exhibited by children in science classes in selected elementary schools; studies teaching practices in several school situations; and adapts the selected technique to these situations. Studies the behavior of pupils in grades 3 and 5 of one school, and in grade 6B of another school by the controlled observation technique.

2021. Whigham, Lillian. The changes in the use of third grade materials. Master's, 1937. Peabody. 45 p. ms.

2022. Zarlengo, Dominic A. A history of primary and secondary education in Colorado as influenced by external and internal developments. Master's, 1937. Denver. 47 p. ms.

Treats the history of primary and secondary education in Colorado as it was influenced by external conditions and internal developments, from 1859 to 1900.

## SECONDARY EDUCATION

2023. Ageng, Nelle S. A comparative study of two groups of graduates of Garfield high school over a period of years, 1924 to 1934. Master's, 1936.

Ind. St. T. C. 55 p. ms. (Abstract in: Teachers college journal, 8: 76, July 1937)

Attempts to discover whether students having high scholastic standing succeed better in life than the students of average scholastic ability; to find out if honor society students are the ones who continue in education beyond high school; to determine whether the group with high scholastic rating experienced illnesses of such nature as might be the result of overwork in study; and to discover whether the parents of honor society students are better educated than the parents of the random group. Analyzes replies to letters sent to 221 students who comprised members of the National honor society, and to a random group of 221 graduates of the high school. Finds that the honor society group continued in scholastic work beyond high school, as did many of the other graduates; the random group were less active in extracurricular activities; fewer changes in occupations were made by the men and women in the honor group; members of both groups are found in most of the occupations named, and are equally successful financially.

2024. Auslander, Florence Jeanette. Developmental age of girls in relation to intelligence and socio-economic status. Master's, 1936. Columbia.

2025. Bair, William A. Pupil progress under regular teachers and under student teachers and a study of the attitude of high school pupils toward student teachers. Doctor's, 1937. Southern California.

Investigates 31 regular teachers, 41 student teachers, and 2,690 pupils in nine different high schools, to determine the relative progress made by high school pupils under regular teachers and under student teachers, and the attitude of pupils toward student teachers. Indicates no statistically significant difference in pupil progress and no unfavorable reactions toward student teachers on the part of high school pupils.

2026. Baker, Roy T. Use of leisure time by Liberal, Kansas, high school students. Master's, 1937. Kans. St. T. C., Emporia. 46 p. ms.

2027. Barker, Richard W. Educational and vocational careers of high school graduates immediately following graduation in relation to their scholastic ability. Master's, 1937. Iowa.

2028. Bates, Robert Lomax. The leisure time activities of senior high school pupils in the Coffee county high school as seen by the principal. Master's, 1927. Alabama. 44 p. ms.

2029. Bath, Sister Mary Laetitia. Education and vocational experiences of graduates of the classes of 1931, 1932, and 1933 of the Detroit high schools taught by the Sisters of St. Dominic, of Adrian, Michigan. Master's, 1936. Detroit. 74 p. ms.

Studies the educational and vocational experiences of 641 graduates of six parochial high schools in Detroit. Finds that the percentage of high school graduates continuing their education beyond the twelfth grade is too small to justify over emphasis of the college preparatory course in the high schools; that the collegiate value of high school subjects has been over estimated by faculty members, especially in the case of mathematics and Latin; that the courses pursued by the majority of the 169 graduates who continued beyond the twelfth grade are: stenographic, liberal arts, business administration, and secretarial science; that the occupations chosen by the graduates in the order of their importance are: general office work, salesmanship, teaching, industrial labor, stenography, secretarial work and nursing; that less than 35 percent of 203 alumni have held one position since graduation. Indicates that proper classification of students enrolling in high school is essential and a suitable curriculum must be offered.

2030. Beane, Donald. College recruiting of high school pupils. Master's, 1937. Washington Univ. 97 p. ms.

2031. Behrman, Marguerite Bonar. An evaluation of the work of the nurse-instructor in the secondary schools of Los Angeles. Master's, 1937. Southern California.

2032. Bell, P. L. A survey of teacher-subject combinations found in university accredited public non-North central high schools of Michigan for the school year, 1936-37. Master's, 1937. Michigan.

2033. Bergman, Gustave. The relation of scholastic achievement in Nolan intermediate school to scholastic achievement at Pershing high school. Master's, 1937. Detroit. 49 p. ms.

Indicates that successful achievement in the intermediate school is likely to be followed by successful achievement in the senior high school.

2034. Black, Leo P. A follow-up study of selected Columbus high school graduates, classes of 1917 to 1927. Master's 1937. Nebraska, 220 p. ms.

Attempts to determine whether those who ranked high in scholarship in high school have been more or less successful in the years which followed graduation than those of low scholarship. Finds that the men and women of the upper quartile excel those of the lower quartile in annual income, occupational rank, advanced training, vocational adjustment, and membership in organizations; that college men in the upper quartile have been more successful financially than non-graduates; for the lower quartile the opposite is true.

2035. Blume, Irving Edward. A survey of school activities in Ohio secondary schools. Master's, 1937. Ohio State. 118 p. ms.

Presents a questionnaire study of 25 school activities found in 157 four year and six year high schools in Ohio. Finds that some schools schedule music and forensic activities as regular classes on the school schedule and allow credit leading to graduation for participation, and hold all other school activities before or after classes are over; that some schools schedule music and forensic activities as regular classes, and hold all other school activities during a special activities period; and that some schools offer most school activities as regular classes, or as a part of the regular classes on the school schedule.

2036. Boone, William B. The organization and administration of the Arkansas high school with special reference to pupil guidance and instruction. Master's, 1937. Stetson. 134 p. ms.

2037. Brown, Charles White. Progress in high school pupils from town and rural schools in Mercer county, Illinois. Master's, 1937. Iowa.

\*2038. Brown, Evelyn Beatrice. An analysis of newspaper publicity in central and village high schools in New York state. Master's, 1937. Syracuse. 65 p. ms.

Finds that 38 percent of school news space was given to extra-curricular activities in the newspapers analyzed, pupil progress and achievement 19 percent, methods of instruction 6 percent, health of pupils 2 percent, courses of study 1 percent, board of education and administration 8 percent, miscellaneous 7 percent, school buildings and building programs, 5 percent, teachers and school officers 5 percent, parent-teachers association 3 percent, business management and finance 1 percent, attendance, 1 percent, and value of education, discipline and behavior of pupils less than 1 percent each. Shows that in some schools an attempt is being made to give an interesting, selective account of contemporary school life.

2039. Buehler, John Benjamin. A study of the leisure-time activities of high school boys. Master's, 1937. Southern California.

2040. Burger, William F. A survey of the background and attitudes of the students of Ludington high school. Master's, 1937. Michigan.

2041. Bush, Elmer J. A survey of the Hot Springs county high school, Thermopolis, Wyoming. Master's, 1937. Wyoming. 78 p. ms.

2042. Butler, Laurence Eugene. An analysis of the relationship between achievement in high school subjects and participation in non-scholastic activities. Master's, 1937. Kansas.

2043. Butterfield, Arlee C. The vocational and recreational activities of three Iowa high schools. Master's, 1937. Colorado. (Abstract in: University of Colorado studies, 25: 45-48)

Analyzes replies to a questionnaire received from 218 of the 461 graduates of three Iowa high schools for the years, 1932-1936, inclusive. Indicates that the subjects of greatest value are English, mathematics, typing, physics, chemistry, and shorthand; that vocational guidance should be a part of the school curriculum; that 44 percent of the boys, and 66 percent of the girls are following vocations of their choice; and that graduates tend to follow the same type of recreations after graduation which they engaged in while in high school.

2044. Calhoun, Curtis. A study of the improvement of the ninth grade in the fundamental processes. Master's, 1937. Okla. A. & M. Coll.

Examines the theory that there is a notable improvement in the fundamentals for the ninth grade, due to the nature of the subjects taught, and that the improvement would be greater if this fact were taken advantage of and made an objective by the teacher. Compares the eighth and ninth grades of McAlester, Oklahoma, on the results of two forms of the New Stanford achievement tests given them at the beginning and at the end of the school year. Finds improvement in both grades, but the ninth grade showed a more notable amount. The ninth grade showed improvement in all four subjects studied, while the eighth grade lost in arithmetic and spelling, which are the two in which the ninth made its greatest gains.

2045. Carter, J. B. M. A study of the entering pupils of Fluvanna county high school. Master's, 1937. Virginia. 199 p. ms. (Abstract in: University of Virginia. Secondary education in Virginia, no. 24: 70-71)

Finds that the elementary school preparation of these pupils was unbalanced in the emphasis placed upon such drill subjects as English, arithmetic fundamentals, and spelling to the neglect of the content subjects; and that scores made on reading indicate that much emphasis should be placed upon the instruction in this subject. Indicates that such items as teachers' training and experience, condition of the elementary school building, and social traits of pupils have affected very little the scholastic success of the pupils entering high school.

2046. Clark, Francis Elden. Tardiness in senior high schools, Watertown, South Dakota. Master's, 1937. Colorado. (Abstract in: University of Colorado studies, 25: 49-50)

Studies the records of 734 students who graduated from Watertown senior high school from 1932 to 1937, and compares their IQ's, average percentile ranks on standard achievement tests, absences in days, distances from school, teacher ratings on personal traits, and tardiness. Finds that tardiness is an individual trait found in all type of pupils. Recommends several ways of lowering the tardiness records of the pupils, and suggests that students be encouraged to assume personal responsibility and offer true reasons for tardiness rather than excuses.

2047. Clark, Glenn. A follow-up study of the graduates of St. Joseph high school of St. Joseph, Michigan, for the five years preceding 1935. Master's, 1937. Michigan.

2048. Close, Arthur Buckley. The results of undirected selection of high-school subjects. Master's, 1936. Chicago. 71 p. ms.

2049. Cochran, Howard A. A follow-up study of the graduates of Fremont high school. Master's, 1937. Ohio State. 137 p. ms.

2050. Collinson, Leslie. The high school alumni association in the southern states. Master's, 1937. Peabody. 118 p. ms.

Surveys the activities of the high school alumni associations in 118 southern cities to determine the scope of their activities and their value to their respective schools. Indicates that the associations carry on a wide range of activities that are valuable to the school, the community, and to their membership.

2051. Collum, Marion C. Comparative capacities and achievements of white children in Woodville and Negro children in Ardmore, Oklahoma. Master's, 1937. Oklahoma. 66 p. ms.

Compares the scores in high school of 275 white children and 500 Negro children on an intelligence test and eight achievement tests. Finds that 38 percent of the white children and 63 percent of the Negro children were retarded.

2052. Courtenay, Mary Ethel. The persistence of leadership in girl graduates of the Lindblom high school, Chicago. Master's, 1937. Chicago. 94 p. ms.

2053. Crowell, John Melvin. A comparative study of the Trenton junior-senior high school and recommendations for improvement. Master's, 1937. Florida.

2054. Croy, T. W. Awarding high school letters. Master's, 1937. Ohio State. 75 p. ms.

Evaluates prizes and rewards to determine whether or not schools are justified in using any type of award; analyzes the methods of awarding letters in various schools. Finds that schools are justified in using rewards of no intrinsic value; that most letters are awarded to pupils in the 41 Ohio high schools studied, for participation in athletic activities of various kinds. Describes a point system used in the Madison high school of Trotwood, Ohio, as a basis for awarding school letters.

2055. Curtis, Erta Agnes. Relation of unsettled home conditions to academic success in high school. Master's, 1936. Detroit. 89 p. ms.

Attempts to determine the effects on scholarship of the loss of a parent by death or separation, of unemployment of the father, and of the mother working out on 300 students. Finds that unemployment of the father caused the greatest difference in home conditions, and that the mother being employed caused the smallest difference in home conditions. Indicates that these conditions may be important causal factors for failure.

2056. Dawson, Floyd H. A comparative study of the migratory and non-migratory students in four Kansas high schools. Master's, 1937. Kans. St. T. C., Emporia. 63 p. ms.

2057. Deininger, Lena Carolyn. The economic status of the high school graduates of Stromsburg for the years 1917 to 1927. Master's, 1937. Nebraska. 88 p. ms.

Finds that scholastic success in high school has a close relationship with the occupational history of the graduate after he leaves high school. Graduates with high scholastic ability, in general, receive a higher salary, have more permanent jobs, more frequently own a business, and more frequently enter the professions. Graduates with low scholastic ability more frequently choose farming, clerking, or mechanics as an occupation. Indicates that schools of the smaller communities spend their time in teaching for general values rather than for specific values because of the uncertainty of the graduate in his choice of occupation.

2058. Dent, Dorsey E. A follow-up survey of graduates of Gresham union high school of Gresham, Oregon, (1927-1934, inclusive). Master's, 1937. Oregon.

2059. Derdeyn, Walter H. The correlation between the Otis tested intelligence of senior high school students and that of fellow students recorded by them as friends. Master's, 1937. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 13; 380-81)

Analyzes replies to a questionnaire submitted to 556 tenth and eleventh grade pupils in the Schenley high school of Pittsburgh, and their IQ records from the office of the school. Finds that the correlation between IQs of high school friends is lower than might be expected, and that qualities other than intelligence influence friendships.

†2060. Dimock, Hedley S. Rediscovering the adolescent: a study of personality development in adolescent boys. New York, Association press, 1937. 287 p. (George Williams college)

Attempts to obtain a factual picture of the major physiological, physical, social, and personal characteristics of adolescent boys; to ascertain as accurately as possible the specific changes or developments that take place in certain phases of life during the

adolescent years; to determine the extent to which the developments that take place during adolescence seem to follow or accompany the physiological changes associated with puberty. Studies 200 boys, 12 to 14 years of age at the beginning of the study, for two years.

2061. Drury, Francis John. Selection in the high school population in Columbia county, Wisconsin. Master's, 1937. Iowa.

2062. Eberly, Clyde Alden. An analysis of personality traits of high school students. Master's, 1937. Kansas.

\*2063. Eisner, Harry. The classroom teacher's estimation of intelligence and industry of high school students. Doctor's, 1937. T. C. Col. Univ. New York. Teachers college, Columbia university, 1937. 108 p. (Contributions to education, no. 726)

Describes an experiment conducted with two groups of high school classes each one of which was used as an experimental group and the other as a control group. Indicates that the classroom teacher can not, in the regular course of his work, even with the use of an observational and rating technique, such as was worked out for this study estimate to any appreciable degree of accuracy, the intelligence and industry of his pupils. Reveals substantial and fruitful relationships between early classroom estimates of intelligence and industry, and achievement and final marks.

2064. Elder, Perry H. A study of the eight year experiment of the Commission of school and college relation to the Progressive education association. Master's, 1937. Colorado. (Abstract in: University of Colorado studies, 25: 61)

Describes an experiment in which 30 qualified secondary schools, including public, private, and demonstration schools, were released from conventional college entrance requirements for an eight year period beginning 1933 to permit them to revise their curricula and programs to better meet the needs, interests, and abilities of pupils, and at the same time to prepare pupils more adequately for college. Finds some similarity in the experimental curricula of the schools, that there is more continuity of subject matter, curricula are organized around a core content in many cases, subject matter lines have been generally broken down, and more provision is given for individual creative self-expression, study and investigation, and emphasis is placed on developing a better sense of responsibility in the social group.

2065. Engle, Thelburn L. A study of the effects of school acceleration upon the personality and social adjustments of high school and university students. Doctor's, 1937. Indiana.

2066. Erdmann, Herbert. A descriptive study of a group of recent high school graduates with a comparison of the intelligence test scores of boys from city, town, and township high schools. Master's, 1936. Ind. St. T. C. 87 p. ms. (Abstract in: Teachers college journal, 8: 78, July 1937)

Studies the aims, ambitions, interests, intelligence, and abilities of 610 boys, and the correlation between the size of the high schools and the individuals' accomplishments. Shows that most of the boys studied were regular church-goers. Indicates that the guidance programs in the high schools are not very helpful, and that even in depression years, boys wanting to attend college make a college education possible for themselves.

2067. Erickson, Helen Louise. High school achievement of Foch intermediate graduates. Master's, 1936. Detroit. 60 p. ms.

Compares intelligence and achievement of 284 intermediate pupils with their achievement in senior high school. Finds that intelligence is the most decisive factor in scholastic achievement; that some failure in high intelligence groups points to influence of factors other than intelligence; that intermediate achievement usually predicts success or failure in high school; that most dropping out occurs in first and second years of high school; and that subject failures decrease as graduation approaches.

2068. Erlandson, Gilbert. A survey of secondary schools in the Northwest association. Master's, 1937. Oregon.

2069. **Essame, Enid Mary.** A comparative study of the aims and methods in American and British education for girls. Master's, 1935. American Univ. 130 p. ms.

Evaluates education in selected privately endowed or privately owned secondary schools for girls in various parts of the United States, and compares their aims and methods with British practice. Discusses public secondary education in the United States. Finds that there is more democratic individualism in the American private schools than in the English counterpart, and less disciplinary structure with its graduated scale of privilege and responsibility; more freedom in choice of intellectual pursuit, and less intensive intellectual character training; more liberty in all forms of aesthetic expression, and less anchorage to the emotional-religious experience to be gained in group participation.

2070. **Garrett, C. W.** Comparative achievements of non-transferred and transferred pupils in a small high school. Master's, 1937. Oklahoma. 98 p. ms.

Finds little difference in the achievement of the two groups, the advantage being in favor of the non-transferred group.

2071. **Gates, Dale Wayne.** A study of innovations in Ohio's North central association high schools as reported November 1, 1936. Master's, 1937. Ohio State.

Finds that a wide variety of innovations were reported, some of which had been in fairly common practice in other schools for several years.

2072. **Gingerich, Melva Rae.** The history and legal status of Center high school, Kalona, Iowa. Master's, 1937. Iowa.

2073. **Gorman, Raymond F.** The relation of intelligence to subjects pursued and success in them, in a high school population. Master's, 1937. Iowa.

2074. **Gossett, Robert A.** Intelligence in action. Master's, 1937. Butler. 72 p. ms.

Compares 312 seniors in rural high school as to their intelligence and hobbies, and finds no significant correlation between intelligence and hobbies.

2075. **Greer, Milford E.** A comparative study of the third class city high schools of Sumner county, Kansas, 1935-36. Master's, 1937. Wichita. 59 p. ms.

2076. **Grimes, Howard B.** The relation between a student's success in major and minor fields and his success in other fields in the department of secondary education. Master's, 1937. Temple. 83 p. ms.

Studies records of students from the graduating classes of February and June, 1934 and 1936, and February, 1936. Finds that students achieved higher grades in their major than in their total-college record, with the exception of mathematics and science majors. Students who secure a high rating in the American council test tend to elect mathematics and Latin as majors subjects.

2077. **Grizzell, E. D.** The cooperative study of secondary school standards. North central association quarterly, 12: 34-44, July 1937. (University of Pennsylvania)

2078. **Hall, Ruth Virginia.** A study of the attitudes, interests, health information and health practices of high school seniors in three selected schools. Master's, 1937. Washington. 123 p. ms.

Analyzes replies to questionnaires and health information tests given to 483 senior high school students in three high schools; and finds that the majority of high-school students like the study of health; that lack of interest is due primarily to poor teaching methods; that the health information of the students is average or better; that they have fairly good health habits; and that there is sufficient belief in health superstitions to make it a problem which should be considered in health teaching.

2079. **Halloran, Martha.** A study of student handbooks in large-public high schools. Master's, 1937. Peabody. 72 p. ms.

Examines 150 student handbooks, and surveys the available literature in the field. Finds that a student handbook is one of the best means of orientating a new student to his environment.

2080. **Hanna, Hazel Ruth.** A follow-up of the high school graduates of Grand Island, Nebraska. Master's, 1937. Denver. 92 p. ms.

Evaluates the efficiency of the commercial department of the Grand Island high school. Attempts to discover existing weaknesses, and to determine changes which should be effected, using as criteria positions secured by graduates during the first year after their graduation, rapidity of promotion in these positions, and amount of unemployment. Analyzes data secured from graduates of the classes 1931-1935, inclusive. Determines the courses taken and the commercial subjects studied as shown by their school records.

2081. **Hartzell, Wylie W.** Case study of selected graduates of certain high schools in southeastern Iowa. Master's, 1937. Iowa.

2082. **Hatfield, S. Ward.** The effect of different levels of intelligence on the subjects elected by high school students. Master's, 1937. Iowa.

2083. **Hays, Marion -Chandler.** Secondary education in Lyons township. Master's, 1937. Chicago. 208 p. ms.

†2084. **Heiser, Jennie Byers.** Connecticut high school survey: preliminary report. Storrs, Connecticut state college, 1937. ms.

2085. **Henry, Robert Allison.** Teachers handbook of principles and practices in senior high school, Winona. Minnesota. Master's, 1937. Wisconsin.

2086. **Hetherington, Ruth L.** An evaluation of instruction in leisure time hobbies in Phoenix union high school. Master's, 1937. Southern California.

2087. **Hickman, Ray L.** Supervised correspondence study as a means of enriching the curriculum of the small high schools of Colorado. Master's, 1937. Western St. Coll. 70 p. ms.

Finds that supervised correspondence study enriches the curricula of the small high schools and gives the pupils an opportunity to select subjects in which they are interested.

2088. **Holloman, Garland H.** Trends in secondary education in Mississippi 1927-1937. Master's, 1937. Peabody. 100 p. ms.

Attempts to determine trends in organization, buildings and grounds, pupils, plant, teacher status, administration, and program of studies for the period.

2089. **Hoover, E. C.** Secondary education in Henry county, Virginia. Master's, 1937. Virginia. 373 p. ms.

2090. **Hoover, Floyd Hutson.** A history of the National honor society of secondary schools. Master's, 1937. Peabody. 135 p. ms.

Finds that the society is national in scope, and that it has justified itself.

\*2091. **Hopkins, John Lee.** A program for the development of more adequate secondary education in a suburban area. Doctor's, 1936. New York. 3 vols.

Studies the social background of the pupils of the Hastings-on-Hudson, N. Y. schools. Volume 1 describes the community, population and nationalities, economic conditions, occupations, and mobility; Volume 2 deals with health and welfare, village government, education religion, recreation and community forces and processes; Volume 3 discusses community processes, social disorganization and social organization and summarizes the forces and influences bearing upon education.

2092. **Howard, Mary Catherine.** An investigation of personnel trends in a large city high school. Master's, 1937. Southern California.

2093. **Hunter, Jennie B.** The dean of girls in the secondary schools of Texas. Master's, 1937. Colo. St. Coll. of Ed.

2094. **Hurd, Floyd Edward.** Case study of selected graduates of certain high schools in north central Iowa. Master's, 1937. Iowa.

2095. Jarvie, Lawrence Lee. A study of private secondary education as related to democracy. Doctor's, 1937. Ohio State. (Abstract in: Ohio state university. Abstracts of doctors' dissertations, no. 23: 27-34)

Analyzes catalogs from over 500 private secondary schools to determine the objectives, courses, cost of attendance in both the boarding and day schools. Concludes that these schools feel and are attempting to formulate a democratic philosophy of education; that they do not make use of their unique opportunity to develop and test new educational means for reaching the democratic objective in education. Shows that the private schools need to recognize their opportunities for experimentation and make use of the advantages of small classes, small student bodies, freedom from political control and extensive pupil-teacher contacts for advancing educational technique.

\*2096. Jones, G. Peters. An intensive study and analysis of pupil-adjustment problems, their origin and possible preventive measures. Master's, 1937. Penn. State. 67 p. ms.

Analyzes the problem presented by students in a high school located in the north-eastern part of Pennsylvania during the school year, 1935-36, and by students in a junior-senior high school in the southern district of Pennsylvania during the following school year. Shows that despite the difference in occupational, educational and social backgrounds of the pupils in the two districts, the problems were similar. Finds that the greatest number of problems were of a vocational, scholarship, educational, or personal guidance nature, a large number of which had no solution.

2097. Kay, Edith W. A step-by-step plan for the installation of a personnel program in the high school. Grand Forks, University of North Dakota.

2098. Keck, Carolyn D. Factor analysis of minority-mindedness of eleventh grade students. Master's, 1937. Washington Univ. 104 p. ms.

2099. King, C. H. Some problems of the small high school in South Dakota. Master's, 1937. Colo. St. Coll. of Ed.

\*2100. Kirkendall, Lester A. Factors related to the changes in school adjustment of high school pupils with special reference to selected factors in the home environment. Doctor's, 1935. T. C. Col. Univ. New York, Teachers college, Columbia university, 1937. 90 p. (Contributions to education, no. 705)

2102. Klyng, Charlotte. Personal problems and confidants of junior and senior high school girls of two urban communities. Master's, 1937. Iowa State.

Finds that in general the problems experienced and the confidants selected were similar among all of the groups studied.

2102. Landsman, Lewis Harry. Relative value of two teaching techniques in secondary schools. Master's, 1937. Ohio State. 60 p. ms.

Measures the effectiveness of problem solving in stimulating scientific thinking on the high school level. Finds that problem solving is much more effective in stimulating scientific thinking than is the traditional lecture recitation method.

2103. Larson, Willard D. The attitude of adults toward some problems of secondary education. Master's, 1937. Washington Univ. 60 p. ms.

2104. Lehmann, E. S. Comparative scholastic success of high school pupils from various eighth grade sources. Master's, 1937. Washington Univ. 41 p. ms.

2105. Leonhardy, Alma. An experimental study in social adjustment of a selected number of high school students. Master's, 1937. Southern California.

2106. Lewin, Lillie. Prediction of success in certain academic subjects in first year senior high school. Doctor's, 1937. California.

Attempts to discover tests or batteries of tests which will serve as specific determiners of success in subjects of instruction in the first year of senior high school. Describes an experiment conducted at three high schools in San Francisco, and covers English, algebra, Spanish, French, and social science. Indicates that pupils who enter high school younger,

by virtue of a superior ability, have the better chance for success; that educational age has a higher predictive value than mental age in most of the cases; that it is possible to predict success in English or the social sciences relatively early in the academic career of the pupil on the basis of existing achievement tests; that tests affording the best prediction of success in algebra have arithmetic or algebraic content; that tests of early prediction are ineffective as determiners of success in modern languages; and that there is a need for more reliable predictive factors for academic subjects than those which are now available.

2107. Lindman, Erick LeRoy. Some factors associated with unusual school performance. Master's, 1937. Washington. 40 p. ms.

Studies the relation between school achievement and family income, number of children in family, distance from school, number of schools attended, and number of hours devoted to employment. Finds that the wealthier student has an environmental advantage which enhances his academic performance; the student who has attended more than three schools before entering high school will perform below his ability as measured by IQ; a family larger than four seems to be an environmental disadvantage to the high school student; a student living a great distance from the school does not perform up to his ability; and a student working outside of school does not perform up to his ability.

\*2108. Long, Forrest Edwin. The organization of secondary education with special reference to the small high school. Doctor's, 1927. New York. 212 p. ms.

Discusses college preparation, vocational education, correspondence study, and extension education as objectives of secondary education in the small high school. Indicates a method whereby the correspondence study and secondary school extension ideas may be developed to eliminate some of the inequalities between the educational opportunities of rural and urban pupils.

2109. Love, V. J. The holding power of the Clifton Forge, Virginia, high school. Master's, 1937. Virginia. 186 p. ms.

2110. Martin, George H. A survey of honors graduates of Iowa high schools. Master's, 1937. Iowa.

2111. Mercer, Thomas J. A study of high school commencement programs in 250 second and third class cities and rural high schools in Kansas during the years 1931 to 1935 inclusive. Master's, 1937. Kansas.

2112. Mooney, Mrs. Juanita B. A study of high school leaders. Master's, 1937. Washington Univ. 93 p. ms.

2113. Mumma, Richard Allen. A comparison of the achievement of day and resident pupils in certain school subjects in a private secondary school for boys. Doctor's, 1937. Johns Hopkins. 71 p. ms.

2114. Mussehl, Laura White. Success of high school freshmen in two plans of pupil adjustment. Master's, 1937. Chicago. 66 p. ms.

2115. Nelson, Roy Conrad. A survey of student social life in the senior high schools of Wisconsin. Master's, 1937. Minnesota. 157 p. ms.

Studies the operation of social activities offered in 249 high schools in Wisconsin.

2116. Nemzek, Claude L. The value of intelligence quotients, personality, and other factors for differential prediction of scholastic success in high school. Doctor's, 1937. Minnesota.

2117. Nicolson, Gertrude French. Investigation of problems of normal high school girls. Master's, 1937. Southern California.

2118. Nylander, Joseph H. Subject combinations prevalent in the teaching programs of teachers in New Mexico high schools. Master's, 1937. New Mexico. 65 p. ms.

2119. Oakes, Cecil E. The relative achievements of transferred and non-transferred pupils. Master's, 1937. Oklahoma. 109 p. ms.

Compares pupil achievement in a small high school of 199 pupils, 127 of whom are transfer or rural pupils, and 72 are non-transfer or town pupils. Finds that the transfer pupils are inferior in achievement to the non-transfer pupils.

\*2120. O'Brien, Leonard G. A study of relationship between ability and grades of pupils in Montrose high school and Susquehanna high school and their participation in extracurricular activities. Master's, 1937. Penn. State. 56 p. ms.

Studies the complete four year records of students who graduated from the Montrose and Susquehanna high schools from 1929 to 1936, inclusive. Finds that in neither high school did there appear a definite trend between failure in school subjects and participation in extracurricular activities among the graduates studied; and indicates that within the limits of common sense participation in extracurricular activities can be recommended in these schools for the pupils who are able to graduate from high school.

2121. Oldfather, R. B. An evaluation by graduates of Fremont Ross high school of subjects taken in high school. Master's, 1937. Ohio State. 136 p. ms.

2122. O'Neal, Frederick L. The National youth administration in Indiana high schools. Master's, 1936. Ind. St. T. C. 87 p. ms. (Abstract in: Teachers college journal, 8: 78-79, July 1937)

Shows that a total of 9,260 students received aid; that most of the principals thought that the National youth administration was an asset to the individuals who participated; that the money earned was spent for the intended purposes; and that they intended to have it another year.

2123. Oss, Melvin. An evaluation of the educational program available at the Shelton academy. Master's, 1937. Nebraska. 112 p. ms.

Finds that Shelton academy has provided a well-rounded high school training for better living and greater service, and is keeping apace with present day needs; and that it emphasis partial self support and character development.

2124. Owen, David Blair. Ninth grade prognosis of college success. Master's, 1936. Stanford.

2125. Pflaumer, Lawrence A. A comparative study of the relationship of scholarship to the size of the high schools of Clark county, Ohio, in the years 1933-1936, inclusive. Master's, 1937. Ohio State. 99 p. ms.

2126. Popham, Estelle. A study of the status of the post-graduate student enrolled in commercial subjects in the high schools of Missouri, 1929-1935. Master's, 1937. Iowa.

2127. Prucnal, Joseph A. An orientation course to aid in the communication of a Catholic mind and culture to high school students. Master's, 1937. Loyola. 123 p. ms.

Deals with the reasons an orientation course in Catholic culture is necessary if high school students are to integrate their course work and reading effectively. Finds it essential that the Catholic high school graduate develop attitudes based on Catholic principles, if the most benefit possible were to be secured from educational work.

2128. Quinlan, Josephine Cecilia. The effectiveness of remedial instruction in Hyde Park high school. Master's, 1937. Chicago. 61 p. ms.

2129. Ralston, Merle Chauncey. A personnel study of ninth grade pupils in the San Benito county high school. Master's, 1937. Southern California.

2130. Randle, Wilbur F. Losses and gains of school children following the summer vacation. Master's, 1937. Oklahoma. 144 p. ms.

Gives 1,381 individual tests in May and in the following September in grades 3 to 8 inclusive, and computes the gains and losses of each pupil who took the tests both in May and September. Finds that in the 1,381 individual tests there were 559 cases of gain, 588 cases of loss, and 234 cases of neither gain nor loss.

2131. **Reid, Irene Mae.** An analysis of data concerning pupil personnel procedures in the senior high schools of Los Angeles. Master's, 1937. Southern California.

2132. **Replogle, Frederick Allen.** A study of the problems encountered by senior high school students in the selection of a vocation: a basic study for a program of character education. Doctor's, 1936. Chicago. 215 p. ms.

Finds that the most extensive problem in vocational choice is the identification of a life purpose; that more than 50 percent of the group felt that vocational choice should be definite by the time one leaves high school; that 74 percent of the students felt that girls should prepare for vocations to the same extent as boys; that 82 percent felt that religion neither helped or hindered them in the selection of a vocation.

2133. **Rogers, Glenn K.** A follow-up study of the Wheatland high school graduates for the years 1906 to 1935. Master's, 1937. Wyoming. 108 p. ms.

2134. **Ryan, James C.** A comparative study of educational opportunity in middle sized and small high schools of Oklahoma. Doctor's, 1937. Oklahoma.

2135. **Schertz, Raymond John.** A study of the sequence of subjects of high school graduates. Master's, 1937. Chicago. 94 p. ms.

2136. **Seidel, Roy H.** The remedial procedure in the Chino, California, high school as related to the causes of maladjustment and failures of boys. Master's, 1937. Colo. St. Coll.

Attempts to establish the major causes of maladjustment and failure in school subjects; to set up remedial procedures designed to remove the causes of such maladjustment and failure; and to determine the effectiveness of the remedial procedure in removing these causes. Finds the remedial procedure effective in uncovering major causes of incomplete work and subject failure. In removing or adjusting these causes, and it has eliminated as major causes of subject failure an active participation in athletics, carrying too heavy a credit load and working outside of school through economic necessity.

2137. **Selvidge, Morgan Charles.** Vocational and educational survey of high school graduates of Crane, Missouri. Master's, 1937. Colorado. (Abstract in: University of Colorado studies, 25:100)

Analyzes data collected by questionnaires from 229 boys and girls of the 325 who had graduated from 1913 to 1936. Finds that subjects desired but not offered to earlier graduates were all commercial studies, home economics, and chemistry, and to later graduates were shorthand, home economics, and chemistry; that approximately 50 percent of the graduates favor a change in the grading system; that interschool basketball is thought desirable for boys by 90 percent of the graduates, while only 55 percent think it desirable for girls.

2138. **Seward, Jessie Nancy Coons.** A survey of the attitudes toward home study of the Anaheim high school district. Master's, 1937. Southern California.

†2139. **Seyfert, Warren C.** School size and school efficiency: a study of the effects of enrollment upon the organization of reorganized secondary schools. Cambridge, Harvard university press, 1937. 316 p. (Harvard bulletins in education, no. 19)

Discusses the skeleton organization in the junior high school; the effects of size upon the organization of instruction, the composition of the teaching staff, the admission and promotion of students, the program of studies, supervision of instruction, guidance, and extracurricular activities in the junior high school; articulation of the junior high school with the elementary and the senior high schools; the skeleton organization of the senior high school; the effects of size upon the organization of instruction, the composition of the teaching staff, admission and promotion of students, program of studies, supervision of instruction, guidance and extracurricular activities of the senior high school.

\*2140. **Shea, Francis X.** A study of judgments of the patrons of 10 Washington county high schools based upon the cardinal objectives of education. Master's, 1937. Kansas. 72 p. ms.

2141. **Simmons, William Warren.** Occupational choices of graduates of Science Hill high school, Johnson City, Tennessee, in relation to high school preparation and additional training. Master's, 1937. Tennessee. 75 p. ms.

Gives the history of Science Hill high school, from 1867 to 1936 inclusive; considers the type of work the graduates enter after leaving school, and the initial and present weekly wage. Finds that more than 80 percent of the girls included in the study were employed in either homemaking or professional service; that the number of girls graduating exceeded the number of boys by 21.9 percent over a five year period; that more than 78 percent of the boys included in this study were employed in trade, manufacturing and mechanical industry, and professional service; that English was listed as the most useful high school subject by 42.9 percent of the graduates and that the initial and present weekly wage of the college graduate was higher than that of the non-college group.

2142. **Simpson, May Fengo.** Changes of pupil programs in the Inglewood high school. Master's, 1937. Southern California.

2143. **Sinclair, Roy E.** A survey of the high school graduates of Wayne county for the years 1923, 1928, and 1933. Master's, 1937. Ohio State. 97 p. ms.

Studies the geographic distribution, economic and vocational status, religious, educational and social status of the high school graduates of Wayne county.

2144. **Sullenger, William Glenn.** A study of activities and opportunities of boys in Omaha. Master's, 1937. Omaha. 124 p. ms.

Presents a picture of the activities and opportunities of boys in Omaha along with some practical plans for improving and enlarging them in the future. Every boy should have within his reach activities and opportunities that will enable him to develop into strong character and a man of usefulness. Plans are presented as recommendations for meeting the deficiencies along these lines in the life of our boys.

2145. **Sullivan, Sister Mary Corona.** Some factors related to the vocabularies of high school students. Master's, 1936. Ind. St. T. C. 76 p. ms. (Abstract in: Teachers college journal, 8: 77-78, July 1937)

Attempts to show that the vocabularies of high school students are related to intelligence, average school grades, courses pursued, bilingual background, occupations of parents, and general environment, by administering a matching columns test to 2,023 students of four high schools differing as to locality and type of student enrolled. Finds the test used a reliable means of ascertaining size of vocabulary; that general environment affects vocabulary, that vocabulary and intelligence are related less than other investigations indicate; that vocabulary and school grades show slight relationship; that study of foreign languages seems to produce larger vocabularies; that foreign language spoken in the home is detrimental to the vocabularies of high school students; and that parental occupation influences the vocabulary of high school students.

2146. **Tewell, Governor Allen.** A reorganization of the secondary schools of Franklin county for the purpose of economies and improvement. Master's, 1937. Kansas.

2147. **Thompson, Catherine J.** A study of the graduates of Springfield township high school from 1926 to 1933. Master's, 1937. Temple. 87 p. ms.

Finds that 68 percent of the academic graduates attended college and 19 percent entered a nurses' training school; that only 25 percent of the general graduates continued their schooling at college; that 19.5 percent of all graduates attended non-collegiate day schools.

\*2148. **Toalson, Frank B.** Discipline as reported by teachers in a senior high school of Kansas. Master's, 1937. Kansas. 73 p. ms.

Attempts to determine the behavior difficulties in Dodge City senior high school; the relation of these problems to the general administration of the school; differences in the handling of discipline cases by the various teachers; devices used by the disciplinary officers in the treatment of behavior difficulties; the incidence of behavior difficulties in the school; the relationship of sex and number of behavior difficulties; and the relationship of the age of the pupil and the number of times he is reported for behavior difficulties. Shows that about 44 percent of the students were reported for behavior difficulties during

the school year 1936-37, and that the major portion of the cases were committed by 11 percent of the enrollment; that most of the behavior difficulties were caused by boys; that behavior difficulties reported by teachers were numerous; that most of the behavior difficulties were due to misdirected energy, a desire to show off, and to resentment of control.

2149. Vail, Morgan Willard. Methods and procedures for informing pupils in 163 California senior high schools. Master's, 1937. Stanford.

2150. Vandegratt, Z. A comparison of the academic achievement of high schools according to classification and size in enrollment. Master's, 1937. Kans. St. T. C., Emporia. 44 p. ms.

†2151. Virginia. University. New developments in secondary education. Charlottesville, University of Virginia, 1937. 100 p. (University of Virginia record, vol. 22, no. 2. Secondary education in Virginia, no. 25)

Contents: (1) New standards for judging the worth of secondary schools, by E. D. Grizzell, p. 5-12; (2) A vitalized high school library program, by Ellen Fletcher, p. 13-18; (3) What can and should be done to improve the small high school, by A. M. Jarman, p. 19-24; (4) The role and program of high school publicity, by H. I. Willet, p. 25-30; (5) The role and program of the Cooperative education association for the modern high school, p. 31-35; (6) Have standard tests on school subjects a place in the curriculum of the modern high school, by E. S. Kiracofe, p. 36-40; (7) Problems of the division superintendent that result from the administration of the modern program of secondary education, by J. L. Manahan, p. 41-42; (8) Innovations in literature courses, by Richard A. Meade, p. 43-48; (9) Role and program of extracurriculum activities in the modern high school, by Harrison C. Lyseth, p. 49-52; (10) Present status of the laws of learning, by Frank A. Geldard, p. 53-59; (11) Educational program of the CCC camps, by Howard W. Oxley, p. 60-65; (12) Applications of high school plane geometry, by F. G. Lankford, Jr., p. 66-68; (13) Progress report on the use of revised curriculum materials in the high schools of Virginia, by J. L. Blair Buck, p. 69-72; (14) New curriculum in operation in the Newport News high school, by Lamar R. Stanley, p. 73-75; (15) Vocational education in Virginia, by B. H. VanOot, p. 76-85; (16) Role and program of physical education in the modern high school, by E. V. Graves, p. 86-90; (17) Modern concept of secondary education, by E. D. Grizzell, p. 91-94.

†2152. ———. New issues in secondary education. Charlottesville, University of Virginia, 1936. 63 p. (University of Virginia record, vol. 21, no. 5. Secondary education in Virginia, no. 23)

Contents: (1) How a good high school may become a better high school, by John D. Riddick, p. 7-14; (2) New standards for accrediting secondary schools, by Edward Alvey, Jr., p. 15-19; (3) An appraisal of current practices in secondary education in terms of educational theory, by A. M. Jarman, p. 20-25; (4) Problem of evaluation in improving the worth of the high school, by F. G. Lankford, Jr., p. 26-30; (5) The extracurriculum, a part of the regular curriculum of the high school, by R. E. Swindler, p. 31-36; (6) School library as an instrument of instruction, by Richard A. Meade, p. 37-41; (7) A vitalized commencement program for the small high school, by Roy Helms, p. 42-48; (8) Will consolidation solve the problems of the small high school?, by F. R. Noffsinger, p. 49-58; (9) Next steps in secondary education in Virginia, by J. L. Blair Buck, p. 59-63.

\*2153. Waggener, George Edwin. The determination of a practicable program of secondary school development in Bergen county, New Jersey. Doctor's, 1937. New York. 84 p. ms.

Studies the resources, population, school enrollments, and educational facilities necessary to a sound and progressive development of secondary schools in Bergen county. Recommends a change from the present township unit to the county unit form of administrative and financial organization.

\*2154. Walsh, John V. Social and economic backgrounds of Morris high school students: a study of the social and economic backgrounds of 4,256 students in Morris high school, New York, N. Y. Doctor's, 1937. New York. 248 p. ms.

Attempts to determine the age groups from which high school students are drawn, from what types of previous schools they were admitted, whether size of family or order

## SECONDARY EDUCATION

of birth make any difference in the opportunities of children for high school education, whether the mortality of the parents influence educational opportunities, what influence the nativity backgrounds of the children have on their education, from what occupational backgrounds the children come, and from what cultural backgrounds the students are drawn.

2155. Wesner, Charles F. Handbooks for high school students. Master's, 1937. Oklahoma. 108 p. ms.

Compares 40 high school handbooks, most of them from Texas and Oklahoma.

2156. Whittlesey, Mother Theodosia. Attitudes expressed by girls in Catholic schools and colleges toward the unselfishness desirable for successful homemaking. Doctor's, 1937. Loyola. 464 p. ms.

Attempts, by means as objective as possible, to learn what elements go to make up the young Catholic girl's concept of the unselfishness on the part of a wife which is necessary for successful home life. Finds the presence of a wide range in the extent to which subjects express willingness to make sacrifices in the interest of successful homemaking; the presence of more homogeneity in the older groups; and the steady increase in the median score as chronological age advances.

2157. Willey, Warner M. The direction of study in high school. Bowling Green, Western Kentucky state teachers college, 1937. 10 p. ms.

2158. Woodruff, Charles F. Attitudes of high school pupils toward their chosen vocations and their relation to certain other factors. Master's, 1937. Purdue. 38 p. ms.

Attempts to determine what vocations high school pupils tend to choose for a life work, and how the attitudes of high school pupils toward their chosen vocations are affected by the general shop course and the vocational information courses which are given in high school.

2159. Young, Kathryn. Leadership traits in the University high school, Ann Arbor, Michigan. Master's, 1937. Michigan.

## JUNIOR HIGH SCHOOLS

2160. Becker, Elsa S. A study of the need for a counselor in a junior high school of high scholastic standing. Master's, 1937. Temple. 110 p. ms.

Studies cases brought to a counselor in a Philadelphia junior high school between September 1931 and June 1934. Finds that of 948 cases brought to the counselor, 854 showed definite improvement; 90 of the cases came from broken homes; 457 came from good homes, 491 from poor homes.

2161. Burger, George Henry. The relation of interests to certain personality traits in eighth and ninth grade boys. Master's, 1937. Colorado. (Abstract in: University of Colorado studies, 25: 45)

Attempts to determine the relationships between the interests and certain personality traits of eighth and ninth grade boys enrolled in the two junior high schools of Boulder, Colorado.

2162. Burton, William G. Investigation and interpretation of student attitudes of 750 adolescents enrolled in the Bay City Eastern junior high school. Master's, 1937. Michigan.

2163. Cameron, Hazel Randolph. A study of the occupations of the girls who discontinued school upon completion of the junior high school in Fort Collins, Colo. Master's, 1937. Colo. St. Coll.

Shows a need for part time homemaking education and for household employment training in Fort Collins.

2164. Cox, Byrl Benton. The junior high school in West Virginia. Master's, 1937. Kentucky. 153 p. ms.

Traces the development of the junior high school in West Virginia; describes its present status, its specific functions, and prospects for future development.

2165. Fisch, Lillian. The influence of environment on interest capacities in children of intermediate age. Master's, 1936. Columbia.

2166. Haplon, Jennie. A study of the leisure time activities of a group of junior high school girls. Master's, 1937. Southern California.

2167. Hathaway, Emila Hunt. A personnel study of 150 junior high school students. Master's, 1937. Southern California.

2168. House, Edgar W. The junior high school movement in Columbus, Ohio, since 1909. Master's, 1937. Ohio State. 143 p. ms.

2169. Hunter, Ruth. Uses made of newspapers in a seventh grade. Master's, 1937. Peabody. 83 p. ms.

Describes an experiment conducted in the seventh grade of a consolidated rural school in North Carolina. Finds that news stories, pictures and comics were the parts of the newspaper most often used by the pupils and that newspaper material contributed to practically all phases of school work.

2170. Kelley, Michael. Development of the junior high school in Washington, D. C. Master's, 1937. Maryland. 61 p. ms.

Traces the historical development of the junior high school movement in the public schools of Washington, D. C., beginning in 1919 with the introduction of the first junior high school, to February, 1937. Shows that in this period of time, complete reorganization of the system from the 8-4 plan in 1919 to the 6-3-3 plan now prevailing, was attained.

2171. Knox, Helen Guest. Relationship of certain traits of temperament, mental ability and achievement in junior high school. Master's, 1937. Southern California.

2172. Loder, J. Edwin. A study of aural learning with and without the speaker present. Doctor's, 1937. Nebraska. 110 p. ms. (Journal of experimental education, 6: 46-60, September 1937)

Presents factual material to 449 eighth grade pupils in seven junior high schools. Uses a public address system to present the material to half of the students, while the balance listen to the speaker in person. Tests immediate and delayed retention by true-false tests; finds immediate retention better after presentation directly by the speaker, and finds no significant differences on two tests of delayed retention.

2173. Manley, Sarah Mitchell. Summer vacation activities of pupils of Gladstone junior high school. Master's, 1937. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 13: 395-96)

Studies the 1933 summer vacation activities of 906 pupils of the school. Recommends that greater effort be made in the teaching of reading and literature so that reading may become a permanently satisfying and valuable leisure time activity; that radio be recognized as a cultural medium and information given the pupils as to worth while radio programs; that the school develop standards and cultivate taste in motion pictures; that school and community work for the provision of improved playground facilities and opportunities for genuine play values for all children; and that in June a concerted and vigorous plan for affecting the use of summer vacation leisure be initiated.

2174. Maybry, William Leroy. A follow-up study of junior high school graduates. Master's, 1937. Peabody. 36 p. ms.

Studies the graduates of Hollywood junior high school, Memphis, Tenn., for the period from 1926-1936, inclusive. Finds that 76.5 percent of the boys, and 76 percent of the girls entered high school; 45.5 percent of the boys and 39.1 percent of the girls graduated from senior high school; 2.2 percent of the boys, and .51 percent of the girls entered college, and 1.5 percent of the boys and .51 percent of the girls graduated from college.

2175. Priddy, J. H. Growth in achievement of junior high school pupils of Cushing, Oklahoma. Master's, 1937. Oklahoma. 76 p. ms.

Measures the progress of 325 pupils in grades 7 and 8 for a period of 9 months using student tests in five subjects.

†2176. Pringle, Ralph W. The junior high school: a psychological approach. New York, McGraw-Hill book company, 1937. 408 p. (Illinois state normal university)

Deals with the origin of the junior high school, the psychological basis for solving educational problems, prepubescence, postpubescence, the aims and functions of the junior high school, the program of studies, oral and written expression, reading and literature, mathematics, science, social studies, history, foreign languages, industrial arts, home economics, extracurricular activities, and the challenge to teachers implied in present trends.

2177. Schlessner, George Ernest. Special ability in the junior high school. Doctor's, 1937. Yale.

2178. Tafolla, Fidel Leon. A study of behavior difficulties of junior school boys. Master's, 1937. Texas.

2179. White, John W. A comparative study of the scholastic achievement of 300 indigent and non-indigent students in the Nolan intermediate school. Master's, 1937. Detroit. 30 p. ms.

Compares the mental rating, curriculum age, sex, and scholastic average of 300 indigent and 300 non-indigent pupils for the years 1929-1934, inclusive. Finds little difference between the two groups, that the same standard of work may be required of both groups, and that school assistance to the indigent students was a vital factor in these results.

#### JUNIOR COLLEGES

2180. Agee, Forrest Jack. A history of the El Paso junior college, 1920-1927. Master's, 1937. Texas.

2181. Barnard, Hilliard. History of the development of the junior colleges in Texas. Master's, 1936. North Texas St. T. C. 100 p. ms.

Attempts to determine the motives that have controlled the growth and development of the junior colleges of Texas, the leading events in this development, and the present state of development of the junior college movement in Texas.

2182. Baskin, Henry Leroy. History of Ranger junior college. Master's, 1937. Texas.

2183. Billeter, Paul Edward. The organization and management of the placement and follow-up activities of California junior colleges with specific application to Pasadena junior college. Master's, 1937. Southern California.

\*2184. Love, Malcolm A. The Iowa public junior college: its academic, social, and vocational effectiveness. Doctor's, 1937. Iowa. Iowa City, University of Iowa, 1938. 127 p. (University of Iowa studies, new series, no. 354. Studies in education, vol. 10, no. 3)

Analyzes data on the Iowa public junior colleges, their teachers, and graduates, and shows the extent to which they have become a part of the public school system of Iowa, and their effectiveness in that capacity. Finds that the Intercollegiate standing committee has developed minimum standards for junior colleges in Iowa, but not all of the institutions have maintained these standards at every point.

2185. Mullins, Lula Lucille. A history of the Methodist junior colleges in Texas. Master's, 1937. Texas.

2186. Prelutsky, Albert. The students of the Saint Louis W. P. A. freshman college; an analysis and comparison. Master's, 1937. Washington Univ. 50 p. ms.

2187. Stephenson, Fannie Dee. Scholastic behavior of 85 students of the University of Tennessee junior college, 1934-36. Master's, 1937. Tennessee. 88 p. ms.

2188. Tanner, R. W. The occupational choices of 1,107 junior college students. Master's, 1937. South. Methodist. 80 p. ms.

2189. Wadsworth, Laura Ellen. A history of junior colleges in Missouri since 1930. Master's, 1937. Missouri. 163 p. ms.

### HIGHER EDUCATION

\*2190. Baker, Ellen Rudge. A study of the admission plans of Wheaton college. Master's, 1937. Syracuse. 91 p. ms.

Studies the three different methods of admission used with the classes of 1933, 1934 and 1935 of Wheaton college, Norton, Mass. All of the plans include the use of the Scholastic aptitude test with examinations in various other fields. Includes a brief history of Wheaton college from 1834-1935.

\*2191. Baugher, Charles A. A determination of trends in organization, finance and enrollment in higher education in church related arts colleges since 1900. Doctor's, 1937. New York. 175 p. ms.

Attempts to determine trends in the organizational relationship between the college and the related church; changes in the source of financial support of the church related college; the attitude of the college toward the junior college movement; and trends in the enrollment of the church related college. Shows a weakening of the bond of cooperative effort in higher education between the church and the related colleges; income from denominational sources in proportion to the income from non-denominational sources has decreased; no outstanding expression of attitude toward the junior college movement; the rate of increase of enrollment in higher education in the church colleges has not been as rapid as it has been in the institutions of higher education in the country as a whole.

2192. Brown, Sterling W. The changing function of Disciple colleges. Doctor's, 1937. Chicago.

\*2193. Bryner, Leon K. A study of the qualitative requirements for the Bachelor of arts degree in representative American universities and colleges. Master's, 1935. American Univ. 63 p. ms.

Analyzes the requirements for entrance, class promotion, graduation, class honors, graduation honors, and the field of honors of representative universities and colleges divided into State, private, denominational, municipal, and undenominational institutions.

2194. Burghardt, William Franklin. A comparative anthropometric study of colored and white male students at the State University of Iowa. Master's, 1937. Iowa.

†2195. California. University. Alumni association. California of the southland: a history of the University of California at Los Angeles. Los Angeles, 1937. 95 p.

Records the story of the founding and development of the University of California at Los Angeles.

2196. Garey, Mrs. Alma Pond. Thomas Jefferson's ideal university: dream and actuality. Master's, 1937. Texas.

2197. Curry, Isola M. A survey of the University of Colorado alumni, 1928-1936. Master's, 1937. Colorado. (Abstract in: University of Colorado studies, 25: 54-55)

Studies the University of Colorado alumni to determine their economic, vocational, and social status in relation to their training and education. Finds that the major course choices that show the best salary possibilities are medicine, law, engineering, geology, business, physics, and economics.

†2198. Dartmouth college. A description of Dartmouth college. Hanover, 1937. 83 p. (Dartmouth college bulletin, third series, vol. 2, no. 5)

2199. Davis, Mary Jane. Policies of financial management in cooperative dormitory food departments. Master's, 1937. Iowa State.

Compares standard residence group food departments with cooperative food departments, and finds that the cooperative systems spent a smaller percentage of income for meat, fish, and eggs than standard residence groups; suggests a 15 percent salary allowance and a 60 percent food cost with as much spent for meat, fish and eggs as for milk, cream, or fruit and vegetables as a standard for the cooperative group budget.

2200. Dillin, Billy Neal. A study of college achievement of freshmen affiliated with different religious groups. Master's, 1937. Texas.

2201. Duckworth, Dorothy Ann. A study of the adequacy and cost of food served in student co-operative houses at the State University of Iowa. Master's, 1937. Iowa.

2202. Ezell, Lonnie Bryan. A study of certain causal factors in interstate migration of college students. Doctor's, 1937. Texas.

2203. Foerster, Norman. The American state university: its relation to democracy. Chapel Hill, University of North Carolina press, 1937. 287 p.

Discusses the foundations of the state university, its political basis and the humanitarian impulse; the university before 1930, mass education, training for power and service; the university after 1930, doubts and drifts, education of citizens; the ideal of liberal education, and the education of men and women.

\*2204. Fraser, Mowat G. The college of the future: an appraisal of fundamental plans and trends in American higher education. Doctor's, 1937. Columbia. New York, Columbia university press, 1937. 529 p.

Contents: Part 1. Fundamental issues before the American college; the range of fundamental policies now proposed for the American college, and the underlying issues; part 2. Criticism of the underlying issues; fundamental principles, educational and social trends, and the function of the college; part 3. Criticism of the fundamental policies of the American colleges; plans concerning indoctrination, plans for curriculum studies and courses, plans for curriculum as a whole, plans for methods of presenting subject matter, plans for methods of encouraging students to study, plans for methods of examining results, and plans for admission; part 4. An adequate college at work.

2205. Friedrich, Jeannette E. Personnel study of students who entered Ohio state university at an early age. Master's, 1937. Ohio State.

2206. Garrison, K. C. A study of the attitudes of college students. Raleigh, North Carolina state college, 1937.

Finds that students become more liberal in their social and economic viewpoints as a result of college training; students from a rural environment are more conservative than those from an urban environment; a decided socialistic trend developing towards our national and economic policies, and little change in attitude toward social and racial problems.

2207. Gatten, Raoul Joseph. Survey of scholastic achievement of students at the University of Detroit on advanced standing, 1934-35. Master's, 1936. Detroit. 121 p. ms.

Compares advanced standing with achievement after transfer of 141 students from 71 other colleges and of 61 who transferred within the university. Ascertains the policies of the University of Detroit on the acceptance of these credits. Finds that the University of Detroit usually accepts transferred credits hour for hour, provided the student was in good standing and from an accredited institution; that students from non-accredited colleges and those not in good standing are taken on probation. Finds that 20 percent of the transfer group did failing work; that the group as a whole raised their records.

2208. Gebert, Herbert George. A study of the achievement of three Lutheran liberal arts colleges in Pennsylvania. Doctor's, 1937. Pittsburgh. (Abstract)

in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 13: 156-63)

✓ Analyzes the test scores and college grades of sophomores and seniors of Gettysburg, Muhlenberg, and Thiel colleges, and compares their achievement with that of students of other colleges in the state which participated in the Pennsylvania study. Indicates that the results of the students in this study were typical of the results of the students of the state as a whole; that there is an increase in the variability of the capacity and the performance of the students as they progress thru college.

2200. Goodrich, Joe W. A study of 50 leading students on a college campus. Master's, 1937. Ohio State. 40 p. ms.

Compares 50 students classed as leaders with 50 students chosen at random, with age, sex, and classification held constant. Finds that the leaders were chosen from among those who rank slightly higher in intelligence, make better school grades, take part in more extracurricular activities, and work more hours for remuneration.

12210. Gray, William S. Current issues in higher education. Chicago, University of Chicago press, 1937. 153 p. (Proceedings of the Institute for administrative officers of higher institutions, 1937. Volume 9)

Contents: Part 1. Should a bachelor's degree be granted at the end of the junior college period? (1) Arguments in favor of granting a bachelor's degree at the end of the junior college period, by George A. Works, p. 3-13; (2) The case for the four year college, by Carter Davidson, p. 14-21; Part 2. What is the place of a liberal arts program in the light of current educational trends? (3) Is the four year liberal arts college doomed?, by James L. McConaughy, p. 25-35; Part 3. Should election or prescription be given the greater emphasis in the organization of college programs? (4) The case for prescription, by A. J. Brumbaugh, p. 39-44; (5) The case for election, by E. J. McGrath, p. 45-60; Part 4. How may recruiting among higher institutions be placed on a sound basis? (6) Professionalizing the task of the representative, by Milton C. Towner, p. 63-72; (7) Improving selection at the secondary school level, by Herbert A. Toopa, p. 73-91; Part 5. Relation of the federal government to education with special reference to higher education. (8) The relation of federal control to the attainment of educational objectives, by Alphonse M. Schwitalla, p. 95-113; (9) Current inequalities in the support of education, by Newton Edwards, p. 114-25; Part 6. Shall a master's degree be required of prospective secondary school teachers? (10) The nature of the academic and professional preparation of teachers, by Robert M. Ogden, p. 129-38; (11) Shall teachers be scholars, by Henry W. Holmes, p. 139-53.

12211. Haggerty, Melvin E. The evaluation of higher institutions: a series of monographs based on the investigation conducted for the Committee on revision of standards, Commission on higher institutions of the North central association of colleges and secondary schools, II, the faculty. Chicago, University of Chicago press, 1937. 218 p. (University of Minnesota.)

Discusses the faculty, educational excellence, the product of higher educational institutions, faculty competence, faculty organization, conditions of faculty service, accrediting policy, and faculties good and poor.

2212. Hamilton, Henry C. An experimental study of factors conditioning the effectiveness of college orientation courses. Doctor's, 1937. Cincinnati. 136 p. ms.

Compares experimentally the effectiveness of two procedures in teaching a college course intended to orient freshmen in various fields of science; unification of instruction under one individual; presentation of major units by various specialists. The members of the groups taught by the two methods were paired for intelligence, high school achievement, and a pre-test in the fields included in the course. Initial and final tests and tests on the various units provided data for statistical treatment. Stenographic records of typical lessons and questionnaire returns from students supplemented the test data. Gains on final examinations do not show a significant advantage for either procedure, although test results for the various units favor the individual instruction procedure. Concludes in favor of instruction by one individual.

2213. Harlow, Rex Francis. Stanford university: a functional and comparative study of certain of its more important aspects. Doctor's, 1937. Stanford.

(Abstract in: Stanford university. Abstracts of dissertations for the degree of doctor of philosophy and doctor of education, 1936-37: 169-72)

Studies functionally and comparatively the history and function, administration, faculty, curriculum and instruction, and finances of Stanford university from 1891 to 1936, inclusive. Analyzes comparative data on Harvard, Yale, Columbia, Princeton, Cornell, Chicago, Northwestern, Johns Hopkins, Pittsburgh, Ohio State, Wisconsin, Minnesota, Illinois, Michigan, Pennsylvania, California, and Texas universities. Finds that in growth in number of students, and number of graduates a year, and in the growth in number of faculty members, Stanford's growth has been similar to that of the other universities with which it was compared; Stanford has a preferred rating as a graduate university; and falls far below a number of the other institutions in endowment. Stanford shows general similarity to the other universities studied in administration, except that the president and deans of the various schools have much more than ordinary control. Faculty organization differs only slightly from the other institutions studied, impressing is slightly greater, and salaries are lower. Stanford's curriculum reveals the influence of the shift of organization from the departmental to the larger school unit. Independent study and study for honors are in wide use throughout the institution, which is organized on the undergraduate level into lower and upper divisions.

\*2214. Higgins, Virginia Cooke. A study in the prediction of success of college students before and after the freshman year. Master's, 1936. Maryland. 51 p. ms.

Prepares a formula including a psychological test, content test, and high school average for use in forecasting a student's chance of success in college before beginning college work; and prepares a formula including a psychological test, content test, high school average, and first year college average for use in predicting a student's success in college after the first year of matriculation. Applies the formulas to cases selected at random from the registrar's office at the University of Maryland, and finds that the use of these formulas with a consideration of the personality of the student will predict the success of college students before and after the freshman year.

2215. Hurd, A. W. Evidences of three types of curriculum development in curriculum references in higher education. *School and society*, 47: 27-31. January 1, 1938. (Hamline university)

Compares the pattern, functional, and psychological types of curriculum investigations of 509 curricula over a three year period, 1934-1937. Finds that 40 percent were pattern, 47 percent were functional, and 13 percent were psychological.

2216. Jacobson, Ernest. The determination of some elements of a state program of higher education with implications for the state of Utah. Doctor's 1937. Oregon.

†2217. Johnson, B. Lamar. What about survey courses? New York, Henry Holt and company, 1937. 377 p. (Stephens college)

Discusses the development and types of survey courses; curricula in specific colleges and universities; survey courses in the natural sciences, social studies and humanities; the composite survey course; and measurement and evaluation.

†2218. Johnston, John B. Scholarship and democracy. New York, D. Appleton-Century company, 1937. 113 p. (University of Minnesota)

Presents a study of student achievement in a college of liberal arts, studying the scholarship of students entering as freshmen in the years 1931-32 to 1935-36.

†2219. Jones, Edward S. A charter for the superior student; improved articulation of high school and college. [Buffalo, University of Buffalo, 1936] 36 p. (University of Buffalo studies, vol. 10, no. 3)

Presents an outline of nearly five years' experimentation to determine whether a feasible program could be devised to improve the articulation between high school and college for very able high school graduates. Draws a picture of two youths, whose prototypes may be found in any community. Describes the University of Buffalo program of articulation, describing the selection of high school students, their use of aids for independent study, and the use of anticipatory examinations to determine whether the students can be credited with having covered the equivalent of college work.

\*2220. Keeler, Guy V. A survey of extension teaching in state universities. Master's, 1937. Kansas. 66 p. ms.

Analyzes data on extension teaching secured from surveys made in 1929 and in 1933.

2221. Kirkpatrick, Forrest H. The small college organizes for guidance. Occupations, 15: May, 1937. (Bethany college)

Describes the guidance procedure at Bethany college in terms of office reorganization, use of test records, faculty cooperation, and dissemination of occupational information.

2222. Lighty, Stanley James. A study of the vocational choices of 4,212 native, male Stanford graduates. Master's, 1937. Stanford.

2223. McKinnis, Joe Lester. The size of the high schools from which students come as a factor in college success. Master's, 1937. Okla. A. & M. Coll.

Attempts to see if there is any correlation between the size of the high school a student attends in southeastern Oklahoma and the grades he makes during his freshman year in Southeastern state teachers college, Durant, Oklahoma. Shows that the larger and better equipped schools graduate students that are better prepared to do freshman work in college than the students that are graduated from the smaller and more inadequately equipped schools.

\*2224. Maisch, Frances. The duties and qualifications of head residents of college operated dormitories for undergraduate women in accredited coeducational colleges and universities. Master's, 1937. Syracuse. 147 p. ms.

Analyzes replies to a questionnaire sent to the dean of women of 66 institutions in the United States. Traces the evolution of the function of housing and the attendant changes in the kind of person serving as head resident; determines the present status of the position of head resident; studies the qualifications and duties of individuals holding these positions; analyzes the specific duties actually performed. Finds a lack of professional status connected with the position, low salaries for 24 hour duty, and little vacation with pay.

2225. Moll, Clarence R. A study of the liberal arts colleges and the state teachers colleges of Pennsylvania in the training of secondary school teachers. Master's, 1937. Temple. 84 p. ms.

†2226. Muskingum college. A college looks at its program. New Concord, Ohio, 1937. 326 p.

Contents: (1) Concepts underlying Muskingum faculty activities, by R. W. Ogan, p. 17-25; (2) Muskingum program of service studies, by R. W. Ogan, p. 26-33; (3) Laboratory teaching in geology, by R. H. Mitchell, p. 37-46; (4) Class size and effectiveness in teaching Bible, by J. L. McCreight, p. 47-56; (5) High school chemistry as a determiner of success in beginning college chemistry, by Paul E. Clark, p. 57-64; (6) Two procedures in teaching modern European history, by S. H. McGuire, p. 65-74; (7) Effect of student self-help work, by Christine McGuire, p. 75-86; (8) Measuring voice improvement, by W. H. Ewing, p. 89-100; (9) Measuring achievement in English composition, by R. W. Ogan and Alice Cline, p. 101-10; (10) Prognostic value of the Kwalwasser-Dykema tests of musical talent, by F. L. Reiter, p. 111-22; (11) Significance of stating course objectives, by R. W. Ogan, p. 125-27; (12) Aims in social science teaching, by S. H. McGuire, p. 128-38; (13) Objectives for general biology, by Victor A. Greulich, p. 139-46; (14) Evolution of objectives in teaching speech, by C. R. Layton, p. 147-55; (15) Formulation of objectives in teaching speech, by C. R. Layton, p. 156-67; (16) Objectives of freshman English, by Esther L. McGuire, p. 168-76; (17) Teacher-education program for the preparation of elementary teachers, by L. E. Bixler, p. 179-89; (18) Creating a favorable environment for training in composition, by W. H. Wilcox, p. 190-98; (19) Christian character and plans for promoting its development at Muskingum college, by J. J. Smith, p. 201-209; (20) Problems of building a character test on the college level, by J. J. Smith, p. 210-20; (21) Effect of test instructions upon the scores of the Muskingum character test, p. 221-29; (22) Job analysis of the office of the dean of women, by Cora I. Orr, p. 233-44; (23) Residence distribution of Muskingum college students, by C. F. Moses and F. H. Allen, p. 245-54; (24) Appraisal of grading progress, by R. W. Ogan, p. 255-66; (25) Standardization of semester grades, by R. W. Ogan, p. 267-77; (26) Problem of social regulations, by R. N. Montgomery, p. 278-90; (27) Evaluation of the varsity night program, by S. H. McGuire, p. 291-306.

2227. Nelson, Erland. A study of student attitudes in colleges and universities. Doctor's, 1937. Nebraska. 347 p. ms.

Studies the attitudes of 3,578 students towards religious values and towards social and political issues among under and upper classmen in state denominational institutions. Finds the general attitude of these students to be mildly conservative; that radicalism is rare; that students of some institutions are more conservative than those of others; that freshmen are more conservative than seniors; and that women are more conservative than men.

2228. Robbins, Richard C. A study of attitudes related to military training. Master's, 1937. Purdue. 107 p. ms.

Studies the attitudes of students taking military training at Purdue university in 1936-37 to compulsory military training, military discipline, advanced B. O. T. C. training, and military training.

†2229. Robinson, Edgar Eugene. Independent study in the lower division at Stanford university, 1931-1937. Stanford University, Stanford university press, 1937. 90 p.

Presents a brief history of study at Stanford university, and the inauguration of the independent study plan in the upper division; discusses the idea of the independent student; finding the superior student for independent study in the lower division; method of independent study; independent study in problems of citizenship, history, English composition, economics, general psychology, and in introductory political science; continuation of independent study in the upper division; the record of accomplishment; the point of view of the instructor; the response of the student; experiences of individual students; and the place of independent study in the university.

2230. Scott, Alta Troden and McCarthy, Margaret. A study of the academic success of graduates of Hamtramck high school of Hamtramck, Michigan, who enrolled in institutions of higher learning during the years 1925-1935. Master's, 1936. Detroit. 139 p. ms.

Finds that success in high school and college are not closely related; and that since failures occur most generally in the first semester at college, special supervised training for college should be given to that group in high school; and that colleges should continue to improve their methods to adjust the individual to college work.

2231. Scott, P. V. The place of the church college in American higher education. Master's, 1937. Tennessee. 104 p. ms.

Studies 19 colleges of the Churches of Christ from all parts of the United States, and 58 colleges of various churches in the southeastern states, exclusive of the colleges of the Churches of Christ in this region. Finds that church colleges have a place in American higher education to the extent that they do not compete with the state institutions of learning, and that they attempt to supply leaders for their own churches. The church college precedes the state college in the history of American higher education. It provides its own funds, and enriches American higher education in that it offers a different sort of educational opportunity.

2232. Shappee, Nathan. History of Johnstown center of the University of Pittsburgh, 1917-1937. Pittsburgh, University of Pittsburgh, 1937.

2233. Sorensen, Howard B. University scholastic success of graduates of high schools of different sizes. Master's, 1937. Nebraska. 49 p. ms.

Studies 336 Nebraska high school graduates who entered the University of Nebraska in the fall of 1935. Finds that they compared favorably with other college students in number of credit hours taken, subjects chosen, marks received in like subjects, failures and expulsions, and that success in college is not dependent on the size of the high school from which graduates come.

2234. Walsh, Genevieve Ann. Academic achievement of the graduates of Southwestern high school, Detroit, who attended institutions of higher learning, 1923-1933. Master's, 1936. Detroit. 67 p. ms.

Finds that achievement of students in the secondary school curricula is one of the most accurate bases for predicting success in college; that the impression that an in-

dividual's scholastic success in college depends upon the completion of prescribed amounts of secondary subjects lacks effectiveness; that the use of high-school marks to predict future accomplishment is a fair means of measurement; and that the chances are that a fair high-school student will be a fair college student.

2235. **Woofter, James A.** The historical development of the organization and administration of a municipal university. Doctor's, 1937. Cincinnati. 359 p. ms.

Traces early attempts to found an institution of higher learning in Cincinnati, the establishment of institutions which ultimately became part of the present university, the foundation of the University of Cincinnati in 1870, and its development since that time.

#### STUDENT PERSONNEL PROBLEMS

2236. **Austin, Mary Alice.** An analysis of certain personal problems of an unselected group of high school girls. Master's, 1937. Southern California.

2237. **Bailey, Donald W.** Adjustment in transition from school to college. Doctor's, 1937. Yale. 316 p. ms.

Finds that the adjustment problems were health, scholastic, financial, family, and home, religious, moral and disciplinary, personality, social, living conditions and outreach.

2238. **Beeler, A. D.** Survey of employment of male students of Butler, 1936-37. Indianapolis, Butler university, 1937. 5 p. ms.

Surveys the outside employment of male students for each semester of 1936-37.

2239. **Bowden, Aneta Evans.** A study of the reactions of graduate students at the University of Wisconsin to living conditions in their housing and social aspects. Doctor's, 1936. Wisconsin. (Abstract in: University of Wisconsin. Summaries of doctoral dissertations, 1: 115-17)

Analyzes data obtained from 729 of the graduate students registered during the second semester of the academic year 1934-35 who comprised the so-called "transient" student population. Indicates that a spirit of dissatisfaction permeated the graduate students as a group, especially the married graduate students, as to living conditions; and that there is a real need for more friendly social contacts with student groups and with the faculty.

2240. **Burks, Frances Williston.** Some factors contributing to social success in college. Master's, 1936. Stanford.

2241. **Drought, Neal E.** The personality adjustment of freshman men at the University of Wisconsin. Doctor's, 1937. Wisconsin.

2242. **Garton, Maurine A.** An evaluation of student eating-places. Master's, 1937. Colo. St. Coll. of Ed.

2243. **Gibbons, Jimmie Lee.** The status of the college aid program of the National youth administration in Texas. Master's, 1937. Texas.

2244. **Hale, Lincoln B.** Functional patterns in transition from school to college. Doctor's, 1936. Yale. 288 p. ms.

Analyzes case data on 100 students, and finds that a purpose, social, decision, and sensitivity patterns were revealed by the analysis of student experiences. Proposes that homes, schools and colleges give more attention to the development of the functional patterns as a means of aiding students to move from one cultural setting into another with greater ease, security and creative power, to overcome their limitations and make the most of their opportunities.

2245. **Jones, Vernon.** Attitudes of college students and the changes in such attitudes during four years in college. Journal of educational psychology, 29: 14-25, 114-34, January-February, 1938. (Clark university)

Tests two entire classes on five attitude scales at the beginning of the freshman year and again at the end of the senior year, and studies the changes in their attitudes. Finds that on the average students change during four years in college in the direction of liberalism, but the changes are small. Students who are most liberal at entrance to college change least, and the most conservative change most.

2246. Kaufman, Seymour Herman. Some anthropometric observations of a group of unselected adult college males. Master's, 1937. Southern California.

†2247. McConn, Max. Planning for college and how to make the most of it while there. New York, Frederick A. Stokes company, 1937. 267 p. (Lehigh university)

Discusses the type of person who should go to college, choosing a college course, choosing a college, the cost of a college education, college entrance requirements and examinations, various methods of living at college, and planning and equipping the student's room, the use of the library, and extracurricular activities.

2248. Meachem, W. A. A comparative study of student groups. Master's, 1937. Colo. St. Coll. of Ed.

2249. Menke, George H. Personnel data significant for the selection and guidance of students in transition from school to college. Doctor's, 1936. Yale. 337 p. ms.

Analyzes data on 337 freshmen in 39 colleges and universities in northeastern United States in 1934-35. Finds that admission blanks and record forms reveal a wide variety of data recorded by colleges; that students feel that colleges do not make full use of data now obtained, but they are willing to furnish additional information.

2250. Oliver, Elizabeth Murphy. A study of the post-school success of self-supporting students versus that of non-supporting students. Master's, 1936. Ind. St. T. C. 34 p. ms. (Abstract in: Teachers college journal, 8: 63, July 1937)

Analyzes data secured from interviews with 200 graduates of Indiana state teachers college, half of whom had been self-supporting, and the other half had been non-supporting while in college. Finds that the self-supporting students were more successful after graduation than were the non-supporting students.

2251. Oliver-Nalbandov, Olga. A study of the basal metabolism of Oklahoma college men. Master's, 1937. Okla. A. & M. Coll.

2252. Ritchey, N. Wayne. A study of college students who have continued college work successfully after a period of maladjustment. Master's, 1937. Ohio State. 86 p. ms.

2253. Rugh, Dwight D. Religious practices and attitudes in the transition from school to college. Doctor's, 1936. Yale. 271 p. ms.

Attempts to determine the part played by religion in the lives of men students during the transition from school to college as shown by their religious practises, attitudes and changes which these undergo, and the relation of these religious practises, attitudes and changes to the total transition experience. Finds that religion plays a relatively less important part in the lives of students during the transition period than it does during the pre-college period; that those neither strongly favorable toward nor unfavorable toward religion in high school make more successful adjustment to college than those most favorable toward religion; that methods of dealing with religion at the high school and freshman college level are wasteful of the religious resources of students.

†2254. Strang, Ruth. Behavior and background of students in college and secondary school. New York, Harper and brothers publishers, 1937. 515 p. (Teachers college, Columbia university)

Discusses problems of adjustment, special problems of students, intelligence of students, their scholastic achievement, personality, attitudes and interests, their social and economic background, adolescents' use of time, the financial problems of students, and the contributions and limitations of results of investigations.

2255. Tappan, Margaret. A study of conservatism and liberalism in the religious thinking of young people of college age. Doctor's, 1936. Southern California. 167 p. ms.

Attempts to determine the degree of conservatism or liberalism of young people of college age on the thought forms of religious concepts, and on their recognition of the responsibility which the church should assume in social reconstruction. Finds that the majority of the group studied agree on few items in both religious beliefs and in religious-social attitudes.

2256. Triggs, Frances Oralind. The development of student personnel service in colleges and universities. Master's, 1937. Chicago. 84 p. ms.

2257. Walker, Jennie Cathryne. A study of the study habits of graduate students of Kansas state teachers college of Pittsburg. Master's, 1937. Kans. St. T. C., Pittsburg. 58 p. ms.

2258. Zweifel, Florence Dorothy. Changes in the attitudes of college students toward fundamental values. Master's, 1937. Wellesley.

#### WOMEN—EDUCATION

2259. Bland, Mrs. Kathleen Lomax. A study of certain attitudes as factors in scholastic and social achievement of freshman women in college. Master's, 1937. Texas.

2260. Donovan, Sister M. Cuthbert. Personnel work in Catholic colleges for women: a study of conditions and needs in selected colleges. Doctor's, 1937. Fordham. 383 p. ms.

2261. Hammond, Mrs. Margie Howle. A study of the sex knowledge and attitudes of college women. Master's, 1937. Texas.

2262. King, Mrs. Mineola. Education of girls and young women in America in the seventeenth and eighteenth centuries. Master's, 1937. South. Methodist. 95 p. ms.

\*2263. Lee, Dorothy Gregg. A study of the expenditures of a group of Syracuse university women students. Master's, 1937. Syracuse. 56 p. ms.

Analyzes personal accounts for the second semester of the year 1936-37 of 37 women students enrolled in Syracuse university, to determine the relationship of home background and training to the manner in which the individual girl spends her money, and to study the personality of the group as a whole. Includes students who do not earn any money to help finance their education, students who work under the NYA as secretaries or desk girls, girls who wait on tables in the University dining halls to pay their board, and girls who live in cooperative or semi-cooperative houses. Finds that the group of girls participating in the study was average in self-sufficiency and sociability, tended to be more dominant than the average group of college women, and had confidence in themselves.

2264. Nagler, Marion T. A study of life career motivation of women students. Master's, 1937. Iowa.

2265. O'Neill, Sister Mary B. An evaluation of the curricula of a selected group of Catholic women's colleges. Doctor's, 1937. St. Louis.

2266. Palomo, Mrs. Lydia B. P. Why freshman girls like each other: a study of personal desirability. Master's, 1937. Ohio State. 65 p. ms.

Reports a study made with a group of 49 first quarter freshman girls at Ohio state university to determine the attitudes and traits liked by other freshman girls. Concludes that the liked girls are generally enthusiastic, express their enthusiasm with or for others, have broad occupational interests, and are neat of person and wear becoming, suitable clothes. Lists the traits of the unpopular girls, and presents a case study of each unpopular girl with recommendations for developing more acceptable personality traits.

2267. Sayre, Jeannette. The culture pattern of 50 married business and professional women in the New York metropolitan area, with special reference to the adjustment of the home and job. Master's, 1936. Columbia.

2268. Swenson, Hilda. A questionnaire study of women in charge of girls' residence halls. Master's, 1937. Oregon.

2269. Thomson, Orsie Margaret. An inventory of the distribution and use of time by freshman women registered in the University of Chicago, spring quarter, 1935. Master's, 1937. Chicago. 120 p. ms.

2270. Waas, Lulu May. The development of higher education for women in the United States. Master's, 1937. Okla. A. & M. Coll.

Traces the development of higher education for women in the United States from the dame school of the early colonial period, to the present time.

2271. Weaver, Agnes Rice. The education of living eminent women in the United States, and their views on educational problems of young women to-day. Master's, 1937. Southern California.

\*2272. Winfrey, Mary Elnora. A personality study of college girls. Doctor's, 1936. Peabody. Nashville, George Peabody college for teachers, 1936. 65 p. (Contribution to education, no. 185)

Attempts to determine the degree of relationship existing between mental ability, moral judgments, emotional stability, and religious attitudes of a particular group of college girls, and to devise a religious attitude test which will measure religious conservatism. Analyzes test data secured from the examining of 265 college women, students of Blue Mountain college, Blue Mountain, Miss. Finds no highly significant correlations between any two of the different aspects of personality; an indication for emotional instability to be found more among the girls of very high or very low intelligence than among the general run of students.

2273. Yost, Mary Margaret. A questionnaire survey of the extent of the smoking habit and its effects on motor and scholastic achievement among Wellesley college students. Master's, 1937. Wellesley.

#### PROFESSIONAL EDUCATION

2274. Ashline, Sister Rosalie. An investigation of the curricula in nursing education as constructed in 130 institutions of higher learning. Master's, 1935. Catholic Univ. Washington, D. C., Catholic university of America, 1935. 61 p. (Studies in nursing education, vol. 2, fascicle 1)

\*2275. Bickel, Lawrence George. A proposed curriculum for the pretheological schools of the Evangelical Lutheran synod of Missouri, Ohio, and other states. Doctor's, 1937. Nebraska. Lincoln, 1938. 147 p.

Evaluates a tentative curriculum for pretheological education in these states; evaluates the objectives of ministerial education; analyzes critically the aims and subject matter recommendations in eight subject fields; recommends changes, additions and diminution of time allotment and material in these fields, and proposes a revised curriculum based on the reactions and suggestions of the participants in this study.

2276. Bosworth, Rebecca Chamness. An investigation of factors essential to nursing practice. Master's, 1937. Southern California.

2277. Brown, Nellie G. Women in professions in the United States from 1870 to 1930. Master's, 1936. Alabama. 54 p. ms.

\*2278. Burrowes, Louise Worcester. Training opportunities in nursing and related fields in the District of Columbia and vicinity. Master's, 1937. George Washington. 86 p. ms.

Embraces all schools of nursing in the District of Columbia, including the 8 accredited schools of nursing, the two non-accredited schools, which offer one year courses in specialized

fields of nursing and a non-professional school for nursery aids; one accredited school of nursing at Takoma Park, Md.; two accredited schools of nursing in Baltimore, Md.; two schools for medical technologists in Baltimore, Md. and a school for physiotherapy aids in Washington, D. C. Gives the type of school, enrollment, number of instructors, school hours, length of school year, courses, entrance requirements, physical and personality qualifications, cost of attendance, placement; history of the school, and its physical equipment for each of the schools listed.

2279. Carpenter, Harland A. The preparation of prospective librarians for more effective public relations. Master's, 1937. Columbia.

†2280. Clark, Harold F., Crobaugh, Mervyn and others. Life earnings in selected occupations in the United States. New York, Harper and brothers, 1937. 408 p. (Teachers college, Columbia university)

Studies life earnings in architecture, college teaching, dentistry, engineering, journalism, law, library work, medicine, ministry, nursing, school teaching and social work; and life earnings in clerical occupations, of skilled workers, in farming, and in unskilled labor.

†2281. Columbia university. School of library service. School library economy of Columbia college, 1887-1889. Documents for a history. New York, 1937. 271 p.

\*2282. Desch, Sister M. Digna. An analytical study of content and achievement in the history of nursing course. Master's, 1936. Catholic Univ. Washington, D. C., Catholic university of America, 1936. 55 p. (Studies in nursing education, vol. 1, fascicle 1)

Attempts to determine when the history of nursing is taught in 31 schools of nursing in 15 states and the District of Columbia; the number of hours being devoted to the course; and what textbooks and courses of study are used in the course. Finds marked differences between the schools in the teaching of the subject, in the size of classes, in the number of hours devoted to the course, in attainment on tests of various students of the same school, and in the textbooks and courses of study used in the schools.

2283. Doerr, Dorothy Anne. The use of projection machines, bulletin boards and books in the classroom teaching of library science. Master's, 1936. Columbia.

2284. George, Frances L. The implications of democracy for nursing education. Master's, 1937. Ohio State.

\*2285. Hamlin, Rhena Brokaw. Practical work in theological seminaries. Master's, 1936. East. Baptist. Philadelphia, Eastern Baptist theological seminary, 1936. 13 p. (Contributions to Christian education, no. 2)

Studies the extent, nature and supervision of practical work activities in 21 representative seminaries; the relationship of student aid and practical work, and the amount of remuneration for practical work. Finds a definite trend towards the recognition of the value of practical work activities as an important part of the educational experience of the student, and a serious and concerted attempt to correlate these activities with the classroom work; finds a great variety of activities included under the head of practical work in the different institutions; and widely differing views concerning the relationship between practical work and financial aid.

\*2286. Hulse, Anne E. Comparative study of requirements for admission to the professional schools of medicine, law, and engineering in the United States. Doctor's, 1936. New York. 165 p. ms.

Surveys the admission requirements of the important schools of medicine, law, and engineering to determine to what extent specific courses are required, what these courses are, and whether a specific number of years of pre-professional training are prescribed; to ascertain whether a student who had completed the academic requirements specified might obtain admission as a matter of course or whether special studies, aptitude, mental or other tests would be required; to discover whether professional associations were suggesting or dictating standards to be followed; and to determine to what extent the junior colleges have entered into competition with the four year liberal arts colleges in

offering pre-professional training and to what extent the pre-professional schools are willing to accept junior college training for admission. Finds that the administrative officers of the professional schools are not satisfied with the type of students they are getting; that there is a tendency to place greater emphasis on mental or aptitude tests as qualification for admission to medical and law schools; that the professional associations have been important factors in the establishing of standards of preprofessional education; and that the junior college is likely to become an important factor in preparing the students for law schools, but is not likely to become an important factor in medicine and engineering; that orientation courses do not meet the requirements of premedical training but are favored by law and engineering schools; and that all three types of professional schools favor limiting enrollment rather than expanding existing facilities.

\*2287. **Jensen, Kathryn L.** An analysis of the content of anatomy and physiology as taught first year students in schools of nursing. Master's, 1936. Catholic Univ. Washington, D. C., Catholic university of America, 1936. 57 p. (Studies in nursing education, vol. 1, fascicle 2)

Describes an experiment in which a test of 219 items in anatomy and physiology was administered to 491 students enrolled in 22 schools of nursing located in 12 states and the District of Columbia. Shows the importance of every instructor and supervisor in the school of nursing having clearly in mind the knowledge of anatomy and physiology needed by the student before any nursing procedure or nursing care can be rendered.

\*2288. **Lefrois, Sister M. Leona.** The position of the lay graduate nurse in accredited Catholic schools of nursing. Master's, 1936. Catholic Univ. Washington, D. C., Catholic university of America, 1936. 35 p. (Studies in nursing education, vol. 2, fascicle 4)

Seeks to determine, by means of an analysis of faculty memberships in a representative group of accredited Catholic schools of nursing, the number and type of positions held by lay graduates, and future opportunities offered them for advancement to executive positions. Finds that the total percentage of lay faculty members is slightly greater than that of Sisters; that most of the faculty members graduated from Catholic schools of nursing; that faculty positions are nearly all full-time; that the total number of Sisters with some college preparation is larger than the number of lay nurses; that employment is considered fairly secure by the majority of Sister and lay nurses; that many subjects are taught by physicians and by instructors other than nurses; that in the total number of graduates from the schools studied, the percentage of Sisters is small; that lay graduates who are engaged at the present time as faculty members or are preparing for future positions as such, are more numerous than Sisters; that the largest number of graduates are engaged in private duty, are inactive in nursing on account of marriage, or are public health nurses.

\*2289. **Lewis, Sister Mary Victory.** A critical survey of the professional relationship of Catholic sisters conducting schools of nursing. Master's, 1935. Catholic Univ. Washington, D. C., Catholic university of America, 1935. 108 p. (Studies in nursing education, vol. 2, fascicle 3)

2290. **MacKenzie, Don Matthew.** Factors associated with the success of students on the final master's examination in the Department of education. Master's, 1937. Chicago. 140 p. ms.

2291. **McKinnon, Hugh Robert.** A personnel study of alumni of the College of engineering of the University of Detroit. Master's, 1936. Detroit. 209 p. ms.

Appraises the work of the College of engineering in terms of the success of its graduates in order to obtain as accurate and complete information as possible on the educational and occupational experiences of its engineering graduates and the relationship of their work to courses pursued in college. Finds that the reasons for choosing this profession were: handling mathematics and physics easily in high school; interest in machines and tools; opportunity for self-support under a cooperative plan. Finds that the difference between the earning power in the technical operation and designing field and in the managerial groups is so great as to indicate the importance for engineers to develop a capacity for dealing with people and managing men and affairs.

2292. **Marion, John H.** Training and leadership in the United States army. Doctor's, 1937. Chicago.

2293. Matheson, Clele L. An examination and appraisal of educational practice in hospital schools in terms of common elements in the legal status. Doctor's, 1937. Michigan.

2294. Merrill, Ruth A. An evaluation of criteria for the selection of students in the School of nursing of the University of Minnesota. Doctor's, 1937. Minnesota.

2295. Michaelson, Vivian Kommel. Study of values and emotional maturity of internes. Master's, 1936. Columbia.

2296. Mueller, Fred F. The ethical aspects of ministerial practise. Doctor's, 1936. Yale. 460 p. ms.

Analyzes replies to a questionnaire received from about 900 ministers, graduates of 10 seminaries representing 6 major denominational bodies during the period from 1901 to 1930. Finds a need for more adequate income and security in order to raise standards of practice; a need for more widespread cooperation of the clergy as the spirit of denominationalism still prevails; a need for ministers to examine the traditional views of their church bodies; and that many clergymen are lacking in ethical consciousness. Suggests that ministers set an example through self-discipline, form committees on ethics within the profession, formulate codes of ethics, discuss the matter in ministers' meetings, and offer courses in ethics in summer schools and in postgraduate departments of seminaries.

2297. Pope, Emma. History of nursing education in Texas. Master's, 1937. South. Methodist. 154 p. ms.

Studies the history of nursing education in Texas, and some of the present trends in nursing education.

2298. Reddish, George F. The teaching of bacteriology to pharmacy students. Journal of the American pharmaceutical association, 26: 661-64, July 1937. (St. Louis college of pharmacy)

Attempts to determine the different ways instruction in bacteriology will be of value to the pharmacist in the practice of his profession. Shows that a course in bacteriology better equips the pharmacist to cooperate with the physician, dentist and veterinarian; prepares him to handle biologicals more intelligently and with more understanding; and because of his training in the use of germicides, enables him to be of more assistance to his patrons in preventing infection and the spread of disease.

\*2299. Stahl, O. Glenn. Training career public servants for the City of New York. Doctor's, 1936. New York. 262 p. ms.

Concentrates upon those aspects of public service recruitment and promotion processes which relate to training, with the purposes of ascertaining those conditions of the city service and local educational facilities which help or hinder the establishment of the pre-entry and post-entry training requisites of a career service, and of outlining those ways in which the municipal government and the educational institutions of the city can best cooperate to assure New York City a continuing body of trained career public servants. Studies the entrance, and promotional opportunities in the service, and methods of contacting the available supply; discusses training and experience requirements for entrance to the service, private civil service schools, pre-entry training by secondary schools and universities, a program for the municipal service and the educational institutions in New York City; and post-entry training by municipal departments, training by schools and colleges, and an in-service training program for the future.

2300. Van de Bunt, Margaret Joanne. Characteristics of students entering the various divisions and professional schools from the college in the University of Chicago. Master's, 1937. Chicago. 94 p. ms.

### ADULT EDUCATION

2301. Adams, Robert Gay. Development of the community center and extension program for the schools of Arizona. Master's, 1936. Stanford.

\*2302. **Barkman, William Ernest.** Study of current practices in the evening school systems of certain of the larger cities. Master's, 1937. George Washington. 69 p. ms.

Compares the present status, practices and trends in evening school education in Washington, D. C., with 19 cities of 300,000 to 1,000,000 population. Discusses the administration of the schools, the Federal emergency education program, the curriculum, and presents brief sketches of the city systems.

2303. **Donnelly, John Valentine.** A diagnostic study of the pupils of a city continuation school. Master's, 1937. Brown. 33 p. ms.

Studies the intelligence, aptitudes and scholastic achievement of a boys continuation school in Fall River, Mass.

2304. **Earp, P. B.** Curriculum content in Civilian conservation corps camps of Illinois. Master's, 1937. Colo. St. Coll. of Ed.

2305. **Fenton, Alva Raymond.** Adult education in Appanoose county, Iowa. Master's, 1937. Iowa.

2306. **Howell, Charles Elverton.** Federal policies toward adult education, 1926-1936. Doctor's, 1937. Iowa. (Abstract in: University of Iowa. Series on aims and progress of research, no. 52)

Indicates that there are no unifying forces among the agencies working in the field, an independent approach being evidenced; that the trends are toward an increasing amount of adult education activity, both as such activity concerns the general public, and as it applies to restricted personnel training; that a rather definite shift has occurred since 1933 in the type of educational activity being carried on, in that emphasis has shifted from the provision of new knowledge to an attempt to establish attitudes and inculcate doctrines; that there is practically no general cooperation with the Office of education; and that little attempt is made to evaluate the results of the educational work for adults.

2307. **Keapton, Melvia H.** Adult education in Yonkers, New York. Master's, 1936. T. C., Col. Univ. 120 p. ms.

2308. **King, Arthur.** Simultaneous-writing, angle-board dextrality quotients of a random sample of adult nonstutterers. Master's, 1937. Iowa.

2309. **Lake, Francis X.** An analysis of the enrollment personnel in emergency adult education classes in Michigan, 1934-35. Doctor's, 1937. Michigan.

\*2310. **Lyon, Ralph M.** The basis for constructing curricular material in adult education for Carolina cotton mill workers. Doctor's, 1935. T. C., Col. Univ. New York, Teachers college, Columbia university, 1937. 129 p. (Contributions to education, no. 678)

2311. **Parr, Lewis Asgal.** 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.

2312. **Belkow, Emil P.** The place of the church in adult education. Bachelor of Divinity, 1936. Vanderbilt. 153 p. ms.

Traces the history of adult education from the early days of Christianity to the present time, and considers the Tennessee Valley authority project education program, the programs promoted by the various cities, and the educational programs of the Civilian conservation corps, Works progress administration, Federal emergency relief administration, and the National youth administration.

†2313. **Riley, B. C.** A state university offers practical education to adults. Gainesville, University of Florida, 1937. 31 p. (General extension division record, vol. 18, no. 15)

Describes the work of the School of adult education conducted at Camp Roosevelt, Florida, which opened October 5, 1936, utilizing the plant formerly used by the Florida Atlantic-Gulf ship canal as headquarters for its engineers. Uses short courses, ranging

in length from three days to one month; emphasizes laboratory work and students take part in demonstrations; provides library facilities for each course; and secures instructors from the university of Florida or other institutions when necessary. Designs the curriculum for any adult or group of adults who may profit from the instruction offered, regardless of previous educational opportunity. Offers professional business, labor and vocational, civic, and arts and crafts courses. Shows that in the year the school has been in operation students have come from 16 states and from all of the 67 counties in Florida.

2314. Roberts, Dorothy Murdock. The place of adult education in the program of the church. Master's, 1937. Columbia. 55 p. ms.

2315. Stephan, Anthony S. Trends in university extension: a study of the adult education activities of the General extension division of the University of Minnesota. Doctor's, 1937. Minnesota.

\*2316. Ter Keurst, Arthur John. The problems of the school as revealed by a study of the interests and abilities of enrollees in the Civilian conservation corps. Doctor's, 1937. Northwestern. 2 vols.

Studies the intelligence, educational attainment, home background, educational and vocational interests, reading and leisure time interests, personality adjustment, and attitudes toward popular issues of 127 Civilian conservation corps boys at Camp Evelyn in Michigan. Compares them with boys in 225 camps in Illinois, Michigan, and Wisconsin, as reported by their educational advisers. Surveys, by replies to a questionnaire, the schools attended by 197 interviewed enrollees. Finds that the boys were average or above in intelligence, came from below average homes, had little interest in school, preferred light and sensational reading material, had been employed about three months at a wide variety of unskilled jobs. Suggests that the interests, needs, and abilities of the individual student should become one of the dominant aims of the schools, that the subjects should be reorganized with respect to content and method in accordance with the interests of the students.

2317. Thorne, Russell L. An adult education program for Saint Clair county, Illinois. Master's, 1937. Washington Univ. 83 p. ms.

2318. VanPool, Gerald M. An induction procedure for adults in the Milwaukee vocational high school. Master's, 1937. Wisconsin.

2319. Waller, Carl H. The coordinator's responsibility in adult vocational education. Master's, 1937. Wisconsin.

2320. Ward, Ernest M. A study of the leisure time in C. C. C. camps in Ohio. Master's, 1937. Ohio State. 110 p. ms.

2321. Waters, Forest G. Study of the theories of discipline commonly accepted by Indiana teachers. Master's, 1937. Butler. 112 p. ms.

Surveys the adult educational opportunities in a city of 5,000 inhabitants. Finds that Columbus has a much more extensive provision for adult education than many cities of its size, but the provision does not yet meet the needs.

2322. Woodward, Ruth B. The need in adult education for a course fusing geography, history, and literature. Master's, 1937. Southern California.

#### PARENT EDUCATION

\*2323. Carrier, Blanche. Church education for family life. Doctor's, 1937. T. C. Col. Univ. New York. Harper and brothers, publishers, 1937. 230 p.

Examines the current movement for parent education in the Protestant churches, and evaluates it for its promise of educational effectiveness.

2324. Green, Martha Wilder. Suggestions for a course in parent-child relationships for the university undergraduate. Master's, 1936. Columbia.

2325. Jones, Dorothy L. A basis for a program of health instruction for mothers. Master's, 1937. Ohio State. 58 p. ms.

2326 Shinnars, *Sister Mary St. Leonard*. A program for home and family life in Catholic liberal arts colleges for women. Master's, 1937. Iowa

## TEACHER TRAINING

†2327. Brown, A. E., Buffum, H. S., Aitchison, Alison E. and Gilbert, Winifred M. An experiment comparing the effectiveness for learning of a five and a three period per week class school, fall term, 1936, in introduction to education, elements of geography, and general science A. Cedar Falls, Iowa state teachers college, 1937. 3 p. ms. (Research report no. 24)

Finds that for these subjects, a five period per week class schedule is superior for learning, as measured by the use of objective tests, to a three period per week schedule.

\*2328. Brown, Harry Alvin. Certain basic teacher education policies and their development and significance in a selected state: a historical and interpretative study of certain aspects of teacher education in New Hampshire which represent significant developments in the professional preparation of teachers in the United States. Doctor's, 1936. T. C. Col. Univ. (New York, Teachers college, Columbia university, 1937. 184 p. (Contributions to education, no. 174)

2329. Clement, Evelyn Atkinson. The evolution of teacher training in California as a phase of social change. Doctor's, 1937. California.

Traces the development of teacher training in California, and analyzes the social forces and the social changes which have influenced its peculiar forms.

†2330. Cram, Fred D. Certification standards in the states. Cedar Falls, Iowa state teachers college, 1937. 7 p. ms.

Attempts to determine the status of normal training in high schools. Finds that eight states have some form of teacher training in high school.

2331. Dickerman, Watson Bradley. Teacher training in the Illinois emergency education program. Master's, 1937. Chicago. 111 p. ms.

2332. Ellis, Winnie Davis. Trends in selective admission to teacher training and certification of teachers. Master's, 1936. South. Methodist. (Abstract in: Southern Methodist university. Abstracts of theses, 1937: 10-11)

Analyzes current practices in the selection and certification of teachers in the 48 states. Shows trends toward selective admission to teacher training, toward centralization of certification authority, away from examinations as a basis for certification toward the requirement of academic and professional requirements for administrators and supervisors, away from the issuance of life certificates, and toward specialization for all certificates.

\*2333. Hill, Robert Russell. The relation of teacher preparation to pupil achievement. Doctor's, 1934. Peabody. Nashville, George Peabody college for teachers, 1936. 34 p. (Contribution to education, no. 188)

Attempts to find the relationship between the teachers' preparation and pupil achievement by means of standardized test results. Studies 1-teacher schools located in 29 counties in Missouri. Finds that the total college preparation of these teachers show a positive but low relationship to pupils' achievement as measured by standard tests. Indicates that the training provided for the teachers in the schools studied was of less value to their pupils than might reasonably be expected.

†2334. Holmes, Henry W. Shall teachers be scholars? Cambridge, Harvard university, 1937. 27 p. (Occasional pamphlets of the Graduate school of education, Harvard university, no. 1)

Discusses the need for a combination of professional enlightenment, technical training, and academic scholarship in the training of secondary school teachers. Describes the requirements of Harvard university for the degree of Master of arts in teaching, and differentiates between the requirements for this degree and the degrees of Master and Doctor of education.

2335. Hotz, H. G. and others. Problems or issues in teacher education. Fayetteville, University of Arkansas, 1937. 64 p. ms.

Discusses selective admission and guidance of trainees in teacher education institutions, broad cultural background and specialization requirements in teacher training, professional courses in teacher education, organization and supervision of directed teaching, placement of teachers, and preparation of in-service teachers.

2336. Kaeding, Harry Clarence. Relationship between teacher training interests and city school systems. Master's, 1937. North Dakota.

2337. Keyes, Elora. The professional preparation and teaching combinations of teachers of mathematics in the consolidated high schools of Mississippi. Master's, 1937. Colo. St. Coll. of Ed.

2338. Mao, Li Bel. Recent conceptions of the content of history of education courses in American teachers colleges. Master's, 1937. Michigan.

2339. Moore, J. Keylon. Teacher training in Southern Methodist university. Master's, 1936. South. Methodist. (Abstract in: Southern Methodist university Abstracts of theses, 1937: 16)

Studies the staff, curriculum, enrollment in classes, the place of Education in the College of arts and sciences with special reference to the amounts of work taken by prospective teachers in the different departments for the session 1934-35, and the kinds and number of certificates issued to the teachers or prospective teachers.

2340. Morris, May. Some effects of training of teachers upon one-teacher schools. Master's, 1937. Peabody. 35 p. ms.

Analyzes data from 216 daily registers of one-teacher schools of 24 counties in Texas for 1935-36. Indicates that their training has been helpful in teaching one-teacher schools in Texas, as the teachers who had four years of college training were superior in six of the 11 items considered. Shows that the importance of classroom libraries should be stressed in the training of teachers, and that they should be taught how to secure libraries; shows a need for help in schedule making, and in combining grades and classes.

2341. Nelson, Harvey D. The equalization of educational opportunity in Calhoun county, Alabama, with reference to the education and training of white elementary teachers. Master's, 1937. Alabama. 72 p. ms.

2342. Nicholson, Guy E. Present status of teacher training courses in industrial arts in teacher training institutions belonging to the American association of teachers colleges. Master's, 1936. Ind. St. T. C. (Abstract in: Teachers college Journal, 8: 65, July 1937)

Attempts to secure comparative data on the different courses of industrial arts offered, the academic, technical, and professional subjects required, the time requirements of and the emphasis given each of the academic, technical, and professional courses, the modern trends in industrial arts education, and the electives offered in the training of industrial arts teachers in the institutions belonging to the American association of teachers colleges.

2343. Parrish, Charles Calvin. Equalization of educational opportunity in Talladega county, Alabama, in terms of the education and training of white elementary teachers. Master's, 1937. Alabama. 66 p. ms.

2344. Reid, Florence E. A study of the achievement of teachers in training on certain basic language skills. Master's, 1937. Iowa.

2345. Secrest, Halleck C. The history and development of teacher training requirements in Ohio. Master's, 1937. Ohio State. 103 p. ms.

2346. Stanford university. Education faculty. The challenge of education: an introduction to education. New York, McGraw-Hill book company, 1937. 471 p.

Contents: (1) Problems confronting the student who is contemplating education as a life-career, by Harold C. Hand, p. 3-11; (2) Task of the school from the viewpoint of the edu-

ational sociologist, by P. E. Davidson, p. 15-34; (3) Psychological foundations of education, by Reginald Bell, p. 35-47; (4) Task of the school from the viewpoint of the educational hygienist, by Walter H. Brown, p. 48-61; (5) History of education, by John C. Almack, p. 62-76; (6) Trends in educational theory and practices which affect the work of all teachers, by Harold C. Hand, p. 79-88; (7) Shared roll of all teachers, by Harold C. Hand and Paul R. Hanna, p. 89-108; (8) Qualities essential for successful teaching in the modern school, by Verna A. Carley, p. 109-17; (9) Role of the teacher in the elementary school, by Paul R. Hanna, p. 118-34; (10) Modern art education, by David M. Mendelowitz, p. 135-45; (11) Challenge to the teacher of music, by Warren D. Allen, p. 146-62; (12) Physical education, by N. P. Neilson, p. 163-82; (13) Dynamic role of the home arts in modern education, by Gordon N. Mackenzie, p. 183-95; (14) Industrial arts, a challenge to prospective teachers, by Gordon N. Mackenzie, p. 196-211; (15) Teacher of science, his opportunities and responsibilities, by Fred Anibal, p. 212-25; (16) Role of the teacher of the social studies, by Isaac J. Quillen, p. 226-39; (17) Teaching English in a democracy, by Holland D. Roberts, p. 240-58; (18) Challenge of education to prospective teachers of the foreign language arts, by Walter V. Kaulfers, p. 259-75; (19) Role of teachers of commercial subjects, by Ralph E. Fields, p. 276-88; (20) Role of the superintendent, by Jesse B. Sears, p. 291-325; (21) Directors and supervisors, by Grayson N. Kefauver, p. 326-36; (22) Role of the elementary and secondary school principal, by Paul R. Hanna and Grayson N. Kefauver, p. 337-54; (23) Role of the counselor, by William Martin Proctor, p. 357-67; (24) Role of the dean of girls, by Anastasia Doyle, p. 368-81; (25) Role of specialized health workers, by Walter H. Brown and Helen B. Pryor, p. 382-91; (26) School psychologist, by Virginia Lee Block, p. 392-402; (27) Role of the school librarian, by Harlan M. Adams, p. 403-12; (28) Higher education as a life work, by Rex Francis Harlow, p. 416-24; (29) Task of noncollegiate adult education, by David L. Mackeye, p. 425-31; (30) should you choose education, by Harold C. Hand, p. 435-50.

2347. **Stitt, Joe Lester.** A study of the professional preparation of high school teachers of class A cities in Kansas. Master's, 1937. Wichita. 74 p. ms.

2348. **Tostlebe, M. F.** Analysis of the relative importance of the success factors common in the training of teachers for the one-room rural school. Aberdeen, South Dakota, Northern State teachers college, 1937. 8 p. ms.

Analyses the reactions of 40 specialists in the field of teacher training in various colleges and universities throughout the United States, and of 40 county superintendents in South Dakota to the relative importance of 135 success factors common in the training of teachers for the 1-room rural school.

2349. **Welch, Robert L.** A plan for the efficient selection and training of circuit teachers for Wisconsin vocational schools. Master's, 1937. Colo. St. Coll.

Sets up an efficient plan for the selection and training of circuit teachers, for entrance into employment and for training circuit teachers in service. Finds that some items of analyses are not well chosen or well classified.

2350. **Whithan, Loyd.** The professional preparation and duties of the junior college mathematics teachers. Master's, 1937. Colo. St. Coll. of Ed.

2351. **Williams, Grover I.** Administration of equalization of educational opportunity in Colbert county in terms of educational training of teachers. Master's, 1937. Alabama. 63 p. ms.

2352. **Woodruff, Olive.** The significance of community experiences in the development of elementary school teachers. Master's, 1937. Ohio State. 170 p. ms.

#### NORMAL SCHOOLS AND TEACHERS COLLEGES

2353. **Anderson, Dalton Leslie.** A study of the vocational expectations of students at Kansas state teachers college, Emporia. Master's, 1937. Kans. St. T. C., Emporia. 162 p. ms.

2354. **Benjamin, George Edward.** Selection and elimination of students in state teachers colleges in the United States. Master's, 1937. Southern California.

2355. Bennett, Luther Jordan. Secretarial assistance in teachers colleges and normal schools. Doctor's, 1937. T. C., Col. Univ. New York, Teachers college, Columbia university, 1937. 86 p. (Contributions to education, no. 724)

Attempts to determine present conditions with respect to the employment and utilization of secretarial and clerical assistance in administrative and instructional offices in teachers colleges and normal schools, and the extent to which they can be improved. Shows that wages in the central office for full-time employees averaged \$100 a month in the teachers colleges, and \$105 a month in the normal schools, and were reduced about 10 percent during the depression; that five times as many persons were employed secretarially in the administrative offices as in the instructional offices; that the only scholastic qualifications generally demanded of applicants for secretarial positions was graduation from high school. Shows that a school can give more assistance to instructors by extending the services of the secretarial forces in the central administrative offices, and that through better organization and supervision of the central office this increased central office service to instructors may often be given without increasing the total secretarial budget.

2356. Berg, Carl M. Investigation of progressive education practices in teacher training schools throughout the United States. Master's, 1937. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 13:375-76)

Finds that progressive education is based on a philosophy which requires a special type of preparation; that the type of preparation which fits a teacher to follow the set course of the traditional school is inadequate to prepare her for the greater responsibilities imposed by the progressive school; that some teacher training schools are preparing teachers to assume the responsibility of a progressive school, but they are few; that teacher training schools, in general, have adopted a middle ground policy; that the general aims of the campus elementary schools of teacher training institutions are progressive, but the traditional organization along subject matter lines is maintained; and that progressive ideas are admitted as far as possible without affecting the basic principles of the existing organization.

2357. Bjornstad, Alice. A personnel study of students pursuing the two-year elementary teaching course at Ohio university. Master's, 1937. Ohio Univ. 95 p. ms.

2358. Blair, Arthur Witt. Teacher education in the non-state colleges of Texas. Master's, 1937. Chicago. 77 p. ms.

2359. Canon, Ernest H. The achievement of students who transferred from other colleges to Western and graduated in 1936. Bowling Green, Western Kentucky state teachers college, 1936.

2360. Coyner, Ruth E. The professional aspects of teacher education in American universities during the nineteenth century. Doctor's, 1937. George Washington.

2361. Downs, Martha. A comparative study in student abilities. Newark, New Jersey state teachers college, [1936] 20 p. (Faculty bulletin, supplement, no. 2)

Pictures the selection techniques used with students in the New Jersey teachers colleges from graduation from high school throughout their college courses. Describes an experiment in which the same type of tests were given to 577 high school students in 16 high schools, as are given to prospective entrants to the teachers colleges. Finds that the non-candidates differ little in their test scores from the candidates.

2362. Ford, Helen Lytle. An academic history of the State teachers college, Memphis, Tenn. Master's, 1937. Peabody. 89 p. ms.

2363. Goodgion, Roland E. Personnel study of graduates of Murray state teachers college, Murray, Ky. Master's, 1937. Peabody. 75 p. ms.

Studies the 465 graduates of the college for the years 1930-1934.

2364. **Hanchey, Gordon Billett.** The value of high school grades and psychological examination scores in predicting first term freshman grades. Master's, 1937. East Texas St. T. C. 44 p. ms.

Attempts to determine how accurately the academic success of 300 freshmen at East Texas state teachers college could have been predicted by the American council on education psychological examination. Concludes that in predicting academic success in college, the scores on the American council on education psychological examination are preferable to transcripts of the pupils' high school grades.

2365. **Hertzberg, Oscar E.** An analysis of the effort of the New York state teacher training institutions to improve their product through better selection. Buffalo, New York state teachers college, 1937. 80 p. ms.

Presents a résumé of the practices followed by New York state teacher training institutions in selecting students.

2366. **Iowa state teachers college.** Relation of placement test scores to mortality and scholastic ratings, class entering fall term of 1932. Cedar Falls, 1937. 27 p. ms. (Research report no. 26)

Attempts to determine what has happened to the 456 freshman students who entered in the fall of 1932, whether they have graduated, withdrawn voluntarily, been dropped for low scholarship, are still in school, and whether placement test scores predict in any way the later scholastic performance of entering freshmen.

2367. **Irwin, Gerald F.** The efficiency of college students conditioned by age at entrance. Master's, 1937. Ball. St. T. C. 90 p. ms.

Studies 2,009 persons in Ball state teachers college who entered between 1931 and 1935. Shows that students who entered the college at ages younger than normal entrance age stood higher and remained longer, on the whole, than those who entered at the normal age or later.

2368. **Jones, William Marquette.** A history of Burrell normal school. Master's, 1936. Fisk. 64 p. ms.

2369. **Loop, Omer L.** Financing teacher education in Wisconsin. Doctor's, 1937. Minnesota.

2370. ———. Summary and conclusion of a study on the financing of teacher education in Wisconsin. Superior, Wisconsin state teachers college, 1937/ ms.

Studies the plant values and outlay and costs among the various teacher training institutions, the sources of income, and examines the present policy and practice of these institutions, length of school year, curricula, enrollment, output and placement for the period, 1930-31 through 1934-35, inclusive. Finds inconsistencies in Wisconsin's outlay and teacher training needs, per student costs, quality of output, and recommends unification of controls.

2371. **Mead, A. B.** An opinion study of the College of education organization versus the University of Chicago organization for the education of teachers. Gainesville, University of Florida, 1937. 12 p. ms.

2372. **O'Neil, Rev. John F.** C. E. Craig's adaptation of the Montessori methods at the Rhode Island college of education. Master's, 1937. Catholic Univ. 51 p. ms.

2373. **Richardson, Blanche J.** A survey of social experiences and skills of experienced teachers enrolled in the 1936 summer sessions of Indiana and Ball state teachers colleges. Master's, 1937. Ind. St. T. C. 379 p. ms. (Abstract in: Teachers college journal, 8: 91-92, July 1937)

Attempts to discover the social activities in which teachers engage, the social skills they need, the condition of these skills at the beginning of the teaching career, and the possible assistance the college might render in perfecting these skills. Finds that the college must acquaint prospective teachers with the community experiences and restrictions they will meet, and develop more highly the personal social skills they will need.

2374. Upshall, C. C. Analysis of student and faculty responses to a questionnaire on the use of the double period for summer courses. Bellingham, Washington college of education, 1937. 10 p. ms.

Administers a questionnaire to summer session students and faculty in a teachers college to determine the good and poor aspects of using a double period for 6 weeks instead of a single period for 12 weeks. Finds that the students like the double period and that the faculty do not.

#### PRACTICE TEACHING

2375. Austin, Ella Mae. Problems of student teachers in laboratory school experiences. Master's, 1937. Peabody. 52 p. ms.

Studies 35 student teachers doing their laboratory teaching in the demonstration school of Appalachian state teachers college during the winter quarter of 1936-37. Finds that the 354 difficult problems found by the student teachers group themselves into: teaching, 132 problems; school management and pupil control, 101 problems; planning, 65 problems; personal and professional development, 50 problems; home and school relationships, 4 problems; and problems peculiar to student teacher situations, 4 problems.

2376. Bevens, Bruce B. Current practices in student-teaching in Arkansas. Master's, 1937. Cincinnati. 58 p. ms.

Analyzes practices and standards in the 15 higher institutions in Arkansas that are state approved for teacher training.

2377. Brandon, Myrtle Elizabeth. A critical study of directed observation in state teachers colleges. Master's, 1937. Peabody. 95 p. ms.

Studies directed observation in 113 accredited state teachers colleges in the United States. Finds that most of the colleges combine observation with other courses, such as methods courses and student teaching; that directed observation is most often given in second, third and fourth year of college work and is given both previous to and parallel with student teaching; that the regular training teacher is observed in all of the colleges, and that reports on these observations are made in both written and oral form.

2378. Chapman, A. L. Implications of the Mississippi program for the improvement of instruction for practice teaching in the secondary school. Austin, University of Texas, 1936.

2379. Collins, Baxter Whitney. An analysis and evaluation of practice teaching manuals. Master's, 1937. Peabody. 48 p. ms.

Analyzes and evaluated the activity programs in 20 practice teachers manuals.

2380. Eggertsen, Claude. Pupil analysis in student teaching. Educational administration and supervision, 23: 263-79, April 1937. (University of Minnesota)

Attempts to determine the extent to which student teachers are and should be taught to make diagnostic studies of learners in their practice teaching.

\*2381. Henderson, Elisha Lane. The organization and administration of student teaching in state teachers colleges. Doctor's, 1935. T. C., Col. Univ. New York, Teachers college, Columbia university, 1937. 125 p. (Contributions to education, no. 602)

2382. Lindquist, Rudolph Daniel. The university school at the Ohio state university: an evaluation of its program of education for children and youth. Doctor's, 1937. California.

Shows that the educational program of the school is planned as a continuous experience from the kindergarten through the high school; that it emphasizes the need of orienting the child with respect to the social, economic, political, and scientific problems of the present; that it seeks to cultivate aesthetic, intellectual, and practical interests; to develop independent thinking; to remedy the lack of continuity characteristic of our public schools and colleges; to develop sound standards and habits of study; to foster seriousness of purpose and intellectual thoroughness; and to use the latent capacities and interests of children as a basis for guidance in the choice of a career. Evaluates the school's activities with reference to criteria developed in this study.

2383. **McGlon, C. A. and Mead, A. B.** A preliminary investigation of study and conditions of study of the children of the P. K. Yonge laboratory school. Gainesville, University of Florida, 1937. 59 p. ms.

Studies data on methods of study, and conditions of study in school and at home of children in grades 5 to 12 during the school year 1934-35.

2384. **Mead, A. B. and others.** An experimental edition of a student teaching evaluation chart. Gainesville, University of Florida, 1936. 15 p. ms. @

Presents a plan for evaluating student teaching and for the further study of evaluation of that work.

2385. ———. A jury judgment study of the principles and concepts involved in the individual conference in supervision of student teaching. Gainesville. University of Florida; 1937. 12 p. ms.

Describes an experiment in which a list of concepts and principles prepared cooperatively by a group of graduate students was submitted to 45 specialists in supervision and student teaching for judgment as to validity. Results in a list of about 70 statements of concepts and principles accepted as valid.

2386. **Mondart, Clifford L.** An argument for a more careful selection of student teachers by departments of agricultural education with a suggested procedure. Doctor's, 1937. Penn. State.

\*2387. **Mooney, Edward S., jr.** An analysis of the supervision of student teaching: a study based on the New York state teacher education institutions for the preparation of elementary school teachers. Doctor's, 1937. T. C., Col. Univ. New York, Teachers college, Columbia university, 1937. 159 p. (Contributions to education, no. 711)

Analyzes the supervisory activities carried on with student teachers in New York state teacher education institutions preparing elementary school teachers in respect to the nature of the supervisory activities performed, the concepts of supervision upon which the supervisory activities are based, the relative importance of the supervisory activities in the preparation of teachers, the relative difficulty experienced in accomplishing the purpose of the activities, and the type of practice school (campus or cooperating) in which the different supervisory activities can be carried on with the best results in the improvement of student teaching. Finds that a supervisory program can be effective only to the extent that the administrative staff provides for an adequate and well prepared supervisory staff, a well selected student body, and an instructional program integrated with the work of student teaching, which recognizes the educational needs of a changing society and provides for the promotion of the professional growth of teachers, thereby protecting the educational interests of children.

2388. **Pyatte, Claude D.** Supervision of physical education student teachers in North Carolina training schools. Master's, 1937. Peabody. 43 p. ms.

2389. **Rhodes, Gladys Lillian.** How student teachers provided for and utilized children's first-hand experiences as bases for thinking. Master's, 1937. Ohio Univ. 91 p. ms.

2390. **Tilford, Bess.** The use of the individual grade conference in educating student teachers. Master's, 1937. Peabody. 51 p. ms.

Finds that in most cases, the individual conference meets the needs of the student teacher.

#### TEACHER TRAINING IN SERVICE

2391. **Burkhart, Edna F.** Training English teachers within the school. Master's, 1937. Wisconsin.

\*2392. **Emerson, Daniel W.** State teachers colleges as an agency for the training of rural elementary teachers in service. Doctor's, 1932. Oklahoma. Tahlequah, Okla., 1935. 24 p. (Northeastern teachers college bulletin, research series, no. 4)

2393. Green, Myra Rankin. An inquiry into professional improvement of teachers in service. Master's, 1937. Stanford.

\*2394. Massey, Lelia. The status of in-service, training of home economics teachers in the United States in 1934. Master's, 1936. Minnesota. Washington, D. C., United States Department of the Interior, Office of Education, 1937. 53 p. ms.

2395. Michael, John Paul. Relationship between self-initiated growth and successful teaching. Master's, 1937. Chicago. 47 p. ms.

2396. Whitney, F. L. Trends in methods of teacher improvement. American school board journal, 953:18-19, December 1936. (Colorado state college of education)

Reports a 10-year trend in the improvement of teachers in service in small local public-school systems.

2397. ———. Trends in teacher education follow-up work. American school board journal, 95:42, February, 1937. (Colorado state college of education)

Reports differences in methods of continuing the professional improvement of their graduates by teacher education institutions, over a 10-year period.

### TEACHERS—STATUS

2398. Austin, Horace Claude. Teaching load of secondary school teachers in the Upper Cumberland. Master's, 1937. Peabody. 76 p. ms.

Studies the teaching load of 125 secondary school teachers in 23 schools in Upper Cumberland district, Tenn. Finds that the teachers are fairly well trained, and that the average day of the high-school teacher is no greater than is expected in any other line of work.

2399. Bachhuber, Anna Marie. Personality predictive of success in teaching. Master's, 1937. Wisconsin.

2400. Barnes, Helen M. The academic preparation and early teaching assignments of State University of Iowa graduates from 1931-1935. Master's, 1937. Iowa.

2401. Berry, Roger B. The contractual status of Iowa high school teachers. Master's, 1937. Denver. 45 p. ms.

Attempts to learn what specific items were included in contracts, how important these items were, and what provisions should be included in contracts. Analyzes contracts from high schools in which the enrollment is between 100 and 200 students. Finds little agreement as to how provisions for certain relationships should be stated.

2402. Blank, E. The teacher in the Territories and outlying possessions of the United States. Master's, 1937. Coll. of the City of New York. 148 p. ms.

Evaluates the teaching personnel in Alaska, Hawaii, Puerto Rico, Philippine Islands, Guam, American Samoa, Panama Canal Zone, and the Virgin Islands, in terms of some generally accepted criteria, both objective and subjective. Indicates that there are significant variations in the standards set for teachers in the different Territories and outlying possessions, that prospective teachers in the United States have little opportunity for securing a position in these federal areas, and that a federal policy toward education in the Territories and outlying possessions is highly desirable.

\*2403. Bond, Jesse Albert. Activities and education of high school teachers in California. Doctor's, 1937. Southern California. Los Angeles, Suttonhouse, 1937. 279 p.

Attempts to determine the type and extent of instructional activities of teachers in secondary schools of California, to summarize and evaluate the various broad elements of education and experience these teachers had which were related to and contributed to the effectiveness of their work. Analyzes data submitted by over 1,300 teachers and principals of high and junior high schools of varied size, distributed throughout the state of California.

Studies data on the variety and extent of teaching load, length of experience and the amount and fields of college training, and on subjective opinions or estimations relative to the value to high school teaching of various elements of college training, and of related professional, business and personal factors.

2404. Bryan, William Thomas. Educational beliefs of high school teachers. Doctor's, 1937. Yale.

2405. Burnside, Mrs. Billie Burke Mitchell. A study of the teaching success of women graduates in physical education. Master's, 1937. Texas.

2406. Coker, Robert Lee. Status of the teacher in the white high schools in Lauderdale county, Mississippi. Master's, 1937. Alabama. 82 p. ms.

2407. Congdon, Walter H. Analysis of the personal, professional and social interests reported by prospective high school teachers. Master's, 1937. Iowa.

2408. Cope, Frederick E. Duties and activities of boys' physical education teachers in high schools of Ohio. Master's 1937. Ohio State. 127 p. ms.

Finds that nearly all physical education teachers do some coaching; and that they receive several hundred dollars more a year than the strictly academic teachers.

2409. Cuffel, J. E. A descriptive analysis of the teachers of industrial arts education in the high schools of Iowa with a pupil enrollment of 80 or more. Master's, 1937. Colo. St. Coll. of Ed.

2410. Dorff, Joseph A. The preparation and qualifications of secondary teachers in Ohio to direct or sponsor extracurricular activities. Master's, 1937. Ohio State. 110 p. ms.

2411. Dunham, Robert H. A survey of the practical experience and education of commercial and academic teachers. Master's, 1937. Iowa.

2412. Edwards, William B. A comparison of the educational status of the Negro and white high school teachers in the state of Kentucky. Master's, 1937. Ind. St. T. C. 45 p. ms. (Abstract in: Teachers college journal, 8: 86-87, July 1937)

Compares the white and Negro teachers as to age, beginning age, number of subjects taught, average number of recitations, pupil load, experience, salary, training, and amount of graduate preparation. Finds that white teachers began teaching approximately two years earlier than colored teachers, the white teachers had much more extensive training, the white teachers had one year more teaching experience, the subjects taught, average number of recitations, and pupil load were approximately the same for both groups of teachers, and the white teacher received considerably more salary per year than the colored teacher.

2413. Efin, Elmer Clarence. The status of teachers of economics in the high schools of Kansas, first semester, 1934-35. Master's, 1937. Kansas.

2414. Getz, Benjamin W. Status of general science teachers in Illinois high schools. Master's, 1937. Iowa.

2415. Hadley, Wendell E. General teachers' meetings in small school systems. Master's, 1937. Colorado. (Abstract in: University of Colorado studies, 25: 66-67)

Analyzes data on the present practice of small schools in regard to general teachers' meetings, secured from replies to questionnaires sent to 103 superintendents and 101 teachers in Kansas, Oklahoma, Colorado, and a few other states. Finds that most schools have an indefinite schedule of meetings, which are usually about 40 minutes in length and held after school; topics of routine and management, teacher responsibilities, professional problems and explanations of duties to new teachers are used in over 85 percent of the schools.

2416. Harper, Elizabeth Anne. Teachers' attitudes and their effects upon pupils. Master's, 1936. Hunter.

2417. Hazel, Earl M. A comparison of the city elementary teachers with the rural elementary teachers as to experience, tenure, training, and salary in selected counties of Oklahoma. Master's, 1937. Oklahoma. 121 p. ms.

2418. Henderson, H. Paul. The qualifications of church school teachers in Chartiers Presbytery of the United Presbyterian church. Master's, 1937. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 13: 389-90)

Analyzes replies to a questionnaire sent to church school teachers in Chartiers Presbytery, an area located principally in Washington county, Pennsylvania. Pictures the typical Sunday school teacher of the community.

2419. Holmes, Earle Joseph. The status of the physical education instructor and the athletic coach in the high schools of the state of Nevada. Master's, 1937. Southern California.

2420. Humann, Emanuel Dennis. A study of 371 graduates of the Teachers college of the University of Nebraska. Master's, 1937. Nebraska. 64 p. ms.

Finds the teaching tenure of these graduates poor; that the women graduates teach only a few years if at all and then enter some other occupation; that the number of children per family is small, a great many of the married graduates reporting no children; and that the men graduates continue their education by pursuing graduate work to a greater extent than do other teachers in Nebraska.

2421. Huygens, James L. Teacher-subject combinations in the high schools of the consolidated districts of Iowa for 1934-1935. Master's, 1937. Iowa.

2422. Jeffrey, Dorse B. An analysis of the in-school and out-of school activities of industrial arts teachers in Oklahoma. Master's, 1937. Okla. A. & M. Coll.

Studies the status of 240 industrial arts teachers as to where they last attended college, amount of college training, age, salary, grades taught, kind of certificate, experience, tenure, size of classes, and teaching combinations. Finds that industrial arts teachers take an active part in extracurricular activities; teach in one field other than industrial arts, and his teaching load is 120.03 pupils per day; spend an average of 35.98 hours per month on extracurricular activities, but only 17.23 hours per month on community activities. Shows the need for shop teachers to prepare themselves to teach in two or more fields and to be able to help direct extracurricular activities.

2423. Johnson, Russell Elmer. An investigation of the health and recreation of teachers in the state of California. Master's, 1937. Southern California.

2424. Lauterbach, Walter W. Teacher absence. Doctor's, 1937. Wisconsin.

2425. McKee, Vera R. Status of home economics teachers in accredited Kentucky high schools. Master's, 1937. Peabody. 104 p. ms.

Analyzes 83 information sheets received from vocational teachers, and 64 information sheets from non-vocational teachers in 1935-36. Finds that all of the teachers were college graduates, and that several of them had more than one degree; that 121 had majored in home economics; that 126 had taught subjects other than home economics; that most of them were teaching six periods a day; and that their salaries ranged from \$586.80 to \$2,250 a year.

2426. Manuel, Sam T. Teacher-subject combinations of high school teachers in 71 independent school districts of Iowa for 1934-35. Master's, 1937. Iowa.

2427. Mitchell, Philip H. Factors affecting teacher satisfaction. Master's, 1937. Nebraska. 38 p. ms.

Finds that family relations, social status, health, and professional relations affect the satisfaction of teachers.

2428. Neeley, Deta Petersen. Rural teachers' problems and supervisors' procedures for dealing with them. Doctor's, 1937. California.

Attempts to discover and define the difficulties of rural school teachers needing the most supervisory help, and to ascertain the techniques used by representative rural school

supervisors in helping the teachers remedy these difficulties. Analyzes the reported improvements made by the teachers during the period of supervision. Finds that the teachers in the primary rural schools of California need considerable supervision; that all of the teachers received supervisory assistance on the problems in which they had difficulty; and that the teachers showed improvement.

2429. Olson, Edna. Study of teaching combinations in Nebraska: North central association and accredited schools of Nebraska. Master's, 1937. Nebraska. 106 p. ms.

2430. Phelps, Edward W. The cultural status of the teachers in Hillsdale and Branch counties, Michigan, in 1936. Master's, 1937. Michigan.

2431. Phillips, Ruby May. A study of phases of teaching in Pittsburg county, Oklahoma. Master's, 1937. Peabody. 70 p. ms.

Studies school enrollment, teachers' experience, salaries, preparation, and class programs. Investigates extracurricular work connected with the schools and communities.

2432. Planck, Mrs. Alice Bennett. An attempt to measure the feelings and attitudes of nursery school teachers while actively teaching a child. Master's, 1937. Purdue.

2433. Bittgers, Mary Z. Comparison of teaching combinations, teaching preparations, tenure of service, and salary of vocational and non-vocational teachers in Iowa. Master's, 1936. Iowa St. Coll. 86 p. ms.

Studies 61 vocational and 86 non-vocational home economics teachers who were teaching during the school years 1933-34 and 1935-36. Finds that the vocational teachers, as a group, had more training in home economics, held higher grade certificates, taught in fewer subject fields, devoted more time to the teaching of home economics, and received higher salaries than did the non-vocational teachers.

\*2434. Rolfe, Stanley H. Major personnel problems relating to the teaching staff in a city school system with a city population of over 400,000. Doctor's, 1937. New York. 130 p. ms.

Finds an oversupply of elementary school teachers eligible for teaching positions in Newark, N. J., a limiting of training schools from which candidates may be selected, due to the residence ruling; too great a percentage of elementary school teachers from one racial group; an unequal distribution of eligible candidates for secondary school positions, giving an oversupply in some subject matter divisions and an undersupply in others; and an incongruous situation set up by the combination of a two-year experience requirement and a Newark residence requirement for secondary school teaching license.

2435. Russell, Frank Wesley. The effective personality as a determinant of teaching success. Master's, 1937. Southern California.

2436. Scoutten, Eldon F. Should the Douglass formula be used in determining the load of high school teachers in Columbus? Master's, 1937. Ohio State. 98 p. ms.

Analyzes the teaching load of 268 high-school teachers.

2437. Shirley, Samuel B. Teachers' loyalty oaths. Master's, 1937. Temple. 96 p. ms.

Shows the agitation for teachers' oaths to be a phase of social hysteria which had its origin in the stressful years following the World War; that in some states it is an annual ceremony; that 22 states require the oath of public-school teachers; that 11 states include private-school teachers, and that two states include non-professional public-school employees.

2438. Smith, Myra Belle. Business management practices of 25 vocational home economics teachers in Alabama. Master's, 1937. Iowa State.

Indicates that vocational home economics teachers in Alabama need to develop more efficient methods of business management; that some personal habits are reflected in business practices; and that students might help in administering business practices.

2439. Sprenger, Elizabeth. Daily doings and observations of a school teacher. Master's, 1937. Ohio State, 124 p. ms.

2440. Strickland, Vergie Mae. Vacation activities of Alabama teachers. Master's, 1937. Peabody. 48 p. ms.

Finds that Alabama teachers participate more often in professional than in non professional activities during vacation.

2441. Sylvester, Ellis Patrick. Analytical study of certain teacher personnel problems. Master's, 1937. Peabody. 78 p. ms.

Studies tenure and turnover, experience, preparation and training, teacher's load, salary and salary schedules, sex, marital status and age, certification, professional associations, and in-service education, and home talent.

\*2442. Van Scoy, William Bourn. The social, professional, and economic status of the elementary teacher in West Virginia. Master's, 1934. West Virginia. 102 p. ms.

2443. Von Haden, Herbert J. The distribution of teachers working time in 70 high schools in Wisconsin. Master's, 1937. Wisconsin.

2444. Wagner, Arthur Roy. A study of recent organized attempts to promote professional independence for teachers. Master's, 1937. Stanford.

2445. Weir, Alice Hamblin. A comparative study of mathematics teachers in West Virginia high schools. Master's, 1937. Chicago. 75 p. ms.

2446. Wilson, Frances G. Comparison of the training and teaching programs of inexperienced secondary teachers in 1932 with those in 1936 in the state of Iowa. Master's 1937. Drake. 71 p. ms.

#### APPOINTMENT AND TENURE

2447. Bowlin, James Albert. A comparison of the attitudes of school administrators, teachers, patrons, and students toward reasons for the discharge of teachers. Master's, 1937. Texas.

2448. Bucklen, Harry Earl. Some factors influencing teacher selection in Minnesota. Master's, 1937. Peabody. 57 p. ms.

Attempts to determine the factors which influence the selection of teachers in five counties in Minnesota. Finds that residence of applicant seems to be the one important factor.

2449. Cole, Austin A. Ten years of teacher tenure in Indiana. Master's, 1937. Peabody. 251 p. ms.

Finds that the Indiana tenure law is firmly established and is satisfactory in most respects.

\*2450. Coulbourn, John. Selection of teachers in large city school systems. Doctor's, 1937. T. C., Col. Univ. New York, Teachers college, Columbia university, 1938. 177 p. (Contributions to education, no. 740)

Presents a comprehensive survey of the administrative practices in the field of teacher selection found in 37 large cities, representing all sections of the United States, including 23 states and the District of Columbia. Analyzes data on the responsibility for teacher selection, types of organizations responsible for the administrative procedures and their duties, sources of supply of teachers, methods of securing information about candidates, methods of checking and evaluating information about candidates, oral and written examinations, physical examinations, personal interviews, demonstration of teaching ability, minimum qualifications, eligible or merit lists, probationary service, and recruitment for teacher training. Surveys current practices, evaluates them in the light of basic criteria, and proposes standards for procedures and methods.

2451. Denton, Roy G. A study of certain criteria superintendents use in teacher selection. Master's, 1937. Western St. Coll. 60 p. ms.  
Studies the reports of 48 school superintendents in Colorado.

2452. Eliassen, R. H. Pre-training selection of teachers during 1934-36. Educational administration and supervision, 23:367-76, May, 1937. (Bethany college)

2453. ———. Recruitment for teacher-training. Review of educational research, 7: 247-52, June 1937. Bethany college)

2454. Fisher, Charles A. Guidance essential for teachers' intelligent self-direction in the process of securing employment in the middle Atlantic states. Doctor's, 1937. Temple.

2455. Gingrich, Jack Edward. The selection and appointment of teachers in the smaller school systems of Texas. Master's, 1937. Texas.

2456. Hedge, Melvin O. Turnover among teachers in the township schools of Indiana for 1934 and 1935. Master's, 1936. Ind. St. T. C. 85 p. ms. (Abstract in: Teachers college journal, 8: 70-71 July, 1937)

Analyzes data on 2,921 schools employing approximately 6,750 elementary and 3,000 high school teachers. Finds that state wide teacher turnover increased from 18.9 percent in 1934 to 28.6 percent in 1935; secondary principals, 13.4 percent and 35.1 percent; and for coaches, 24.4 percent and 37.5 percent; that in 1935, the year following the trustee elections, there was more turnover than for the previous year in 42.4 percent of the townships where the trustees were re-elected; if a new trustee was elected, there was more turnover in 56.8 percent of the townships when the politics did not change with the trustee; and if the trustee change was accompanied by a change in politics, there was more turnover in 71.1 percent of the townships. Shows that in many townships women teachers were dropped on marriage.

2457. Hughes, Carrie Gladys. Factors influencing placement of student teachers revealed by college records. Master's, 1937. Peabody. 58 p. ms.

Studies the placement of 154 two year and four year graduates, who graduated from the East Carolina teachers college during the years 1934 and 1935. Shows that their general rating had the greatest influence on their placement; that work habits and attitudes had no influence on placement. Indicates a greater need for emphasis on the use of college records as a means of determining teacher placement.

2458. Jolly, Thomas Claud, jr. The selection of teachers in South Carolina. Master's, 1937. South Carolina. 55 p. ms.

Presents data on teacher selection practices in South Carolina and compares data furnished by present superintendents with a similar study made in 1925.

2459. Jones, George Edward. An experiment in the use of the examination in the selection of teachers. Doctor's, 1937. Wisconsin.

2460. Mitchusen, Herman. The tenure, experience, salary, and training of elementary rural teachers and elementary city teachers in selected counties of Oklahoma. Master's, 1937. Oklahoma. 77 p. ms.

2461. Ray, David W. The relation between certain factors and professional teaching in graduates of North Texas state teachers college between 1919 and 1931, with special reference to administration. Master's, 1936. North Texas St. T. C. 37 p. ms.

Finds that general maturity and age have more relation to tenure than do other factors, and that graduates becoming administrators tended to have longer tenure than others.

2462. Schumacher, George B. Tenure in relation to teaching efficiency. Doctor's, 1937. Wisconsin.

2463. Smith, Nola A. A study of the length of service of teachers in the public schools of Indiana. Master's, 1936. Ind. St. T. C. 28 p. ms. (Abstract in: Teachers college journal 8: 74-75, July 1937)

Attempts to discover the median length of service of all public school teachers in Indiana by counties, and to compare the medians of city and rural school teachers, men and women teachers, high school and elementary school teachers, principals and classroom teachers, and northern and southern sections of the state. Finds that the tenure for the various divisions of teachers is not widely distributed, the greatest difference is shown in cities and among principals.

2464. Stack, Frederick Alton. Factors influencing teacher selection in some Florida cities. Master's, 1937. Peabody. 99 p. ms.

Studies the educational qualifications, choice of subjects to teach, residence, age, experience, ability to direct extracurricular activities to determine their influence on teacher selection.

2465. Walters, John George. Teacher turnover in North Dakota. Master's, 1937. North Dakota.

2466. Williams, Burton T. Tenure and turnover of public school teachers in New Mexico. Master's, 1937. New Mexico. 60 p. ms.

2467. Witty, Maurice L. Comparison of Indiana state teachers college recommendations with reported teacher success. Master's, 1936. Ind. St. T. C. 80 p. ms. (Abstract in: Teachers college journal, 8: 71-72, July 1937)

Attempts to determine the actual worth of the recommendations issued by the placement bureau of Indiana state teachers college, by analyzing 93 new type recommendations and superintendents' reports on the same teachers, and 137 old type recommendations and superintendents' reports on these teachers. Finds that Indiana state teachers college consistently rates the teachers higher than the superintendents.

2468. Woolum, H. P. A system of teacher tenure for the schools of Colorado. Master's, 1937. Colo. St. Coll. of Ed.

### CERTIFICATION

2469. Cree, Sara. State certification requirements for secondary school teachers of physical education. Master's, 1937. West Virginia. 93 p. ms.

2470. Ireland, Elizur Ward. Civil service for public-school teachers. Doctor's, 1937. Yale.

2471. McElhanon, Edna. Recommendations and state requirements for the certification of elementary teachers. Master's, 1937. Peabody. 87 p. ms.

Compares state requirements for the certification of elementary teachers with recommendations of educational writers for their certification. Finds that the states fall far short of the recommendations for the preparation and certification of elementary teachers.

2472. Mason, Burton. The history of teacher certification in Texas. Master's, 1937. South. Methodist. 108 p. ms.

Traces the development of the different teaching permits in Texas and indicates the present status and recent trends in teacher certification in Texas.

### PENSIONS AND RETIREMENT

2473. Ellis, William G. The inauguration of a teachers' retirement system for West Virginia. Master's, 1937. Ohio State. 80 p. ms.

2474. Pitman, Odis Hardy. An analysis of sound state systems of teacher retirement, with special reference to the Texas plan. Master's, 1937. Texas.

2475. Shapiro, S. Robert. The teachers' retirement system of the city of New York; an exposition and critical evaluation. Master's, 1936. Columbia.

2476. Storey, Frank J. Statewide retirement system for public school teachers. Master's, 1937. South. Methodist. 92 p. ms.

Surveys of existing teacher retirement systems in the United States with special reference to the system recently enacted in Texas.

2477. Teague, Levi Wilson. A teacher retirement plan for North Carolina. Master's, 1937. Peabody. 84 p. ms.

Deals with the major principles of retirement legislation in effect throughout the United States as applied to North Carolina.

## RATING

2478. Bryan, Roy C. Pupil rating of secondary school teachers. Doctor's, 1937. T. C., Col. Univ. New York. Teachers college, Columbia university, 1937. 96 p. (Contributions to education, no. 708)

Attempts to determine how reliable and how valid are the pupil ratings of junior and senior high school teachers; how much agreement there is between the ratings of teachers by junior and senior high school pupils and administrators; and what effect the pupil mental ability, as determined by standardized intelligence tests, marks received by the rater from the teacher rated, sex of the pupils and teachers have on the pupils' ratings. Analyzes ratings by 900 junior high school pupils and two junior high school administrators, and 600 senior high school pupils and three senior high school administrators. Shows that on the whole, the average ratings received by individual senior high school teachers differ more from item to item than the average ratings received by junior high school teachers. Indicates that the practical value of pupils rating as a means of improving instruction, depends partly upon the conditions under which the ratings were obtained, and on the attitude of the teachers toward ratings.

2479. Hutson, William Glenn. Correlations between certain qualities of teachers and administrators' efficiency ratings. Master's, 1937. Texas.

2480. Mitchell, Otis Merrick. A study of teacher rating in training and in the field. Master's, 1937. Peabody.

2481. Nicholas, W. L. Construction and application of a teacher rating scale. Master's, 1937. Colo. St. Coll. of Ed.

2482. Robinson, Raymond W. Student analysis of teacher traits. Master's, 1937. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 13: 400-401).

Attempts to determine the characteristic differences between the traits of good and poor teachers as reported by more than 2,000 pupils in the public schools and colleges of Pennsylvania. Finds that 26 approved and 20 disapproved traits were mentioned; that there was a high correlation between the responses of boys and girls; there was a high degree of correlation among the various grade groups as to the approved and disapproved traits; the greatest disagreement was at the senior high school level of teaching; that there was no universal agreement as to any single trait either approved or disapproved; that personal traits outnumbered the professional traits at all teaching levels; that personal traits ranked higher in the primary field but lower at the senior high school level; that the difference between the best and poorest teacher was often more a matter of the degree to which a trait was possessed rather than a difference in the kind of trait; that traits which formed the criteria by which pupils rate teachers were often of a nature that would not ordinarily be observed by adult raters; and that there was much evidence to show that learning is conditioned by favorable pupil teacher relationships.

## SALARIES

2483. Abbott, Urith S. The economic status of teachers college master's, 1929-1936. Master's, 1937. Colo. St. Coll. of Ed.

2484. Andrews, Loren P. The effect of professional training and experience on teachers' salaries in the elementary grades of Article 6 schools in Nebraska.

Master's, 1937. Colorado. (Abstract in: University of Colorado studies, 25: 34-35)

Analyzes data on 211 schools employing 771 teachers. Shows that professional training has a greater effect on salaries than does experience.

2485. Bauhs, Paul W. Correlation of rural school teachers salaries with teacher training and experience. Master's, 1937. Wisconsin.

2486. Bosley, Mrs. Bertha Teora. A survey of teacher credit unions in the United States. Master's, 1937. Denver. 402 p. ms.

Presents briefly the history, development, operation, and legal background of credit unions in general and teacher credit unions in particular; and a detailed description of the conditions and trends of teacher credit unions in the United States, based on a survey of 111 Federal and 179 state chartered teacher credit unions.

\*2487. Carr, Wilmot D. A study of salary trends for Marshall county with indices for costs of living. Master's, 1937. Kansas. 31 p. ms.

Studies the average monthly salaries of the various types of teachers in rural elementary and secondary schools in Marshall county from 1930-1936 inclusive, and compares them with the average monthly salaries paid to elementary and secondary school teachers in the cities of Kansas; studies the salaries of high school principals and city school superintendents in Marshall county and Kansas, and compares salaries with living costs of teachers, principals and superintendents for the period of the study. Shows that minimum salaries for teachers should be determined on the basis of living costs in the community and differentiations made for preparation, years of experience, and other determining factors.

2488. Dillon, Albert W. A comparative study of the trend of teachers' salaries in Nowata county and Oklahoma as related to economic and social trends. Master's, 1937. Okla. A. & M. Coll.

Attempts to trace the trends of teachers' salaries in Nowata county and in Oklahoma for all the years for which information was available. Undertakes to reveal the facts concerning changes in cost-of-living items as they have affected the purchasing power of teachers' salaries, particularly during the depression and endeavors to discover the relationship, between the trends of the prices of farm commodities produced within the county and the state studied and the trends of the salaries of teachers. Finds that teachers of rural schools in Nowata county were underpaid in comparison with the teachers of consolidated and Nowata city schools within the county. Nowata city, a community of average ability to support education within the state, was the only unit in the county studied that tended to average salaries above the state average. Shows that the trend of the average salary of each group studied tended to lag from one to two years behind the trends of cost-of-living items. Teachers' salaries were at their highest peak in terms of purchasing power during the depression. The purchasing power of teachers' salaries varies inversely with the changes of prices of cost-of-living items.

2489. Hammons, Otis Parnell. Cost of living and incomes of the public school teachers of Pottawatomie county, Oklahoma. Master's, 1937. Oklahoma. 125 p. ms.

\*2490. Lewis, Burbank Edwin. Teacher credit unions. Master's, 1936. Southern California. 231 p. ms.

Investigates credit unions as a possible means of giving teachers ready access to credit facilities at reasonable cost, and of encouraging wise budgetary procedure, systematic saving, sound investment in order to help them attain a higher level of economic independence than most of them now enjoy. Shows the development and status of the credit union movement in the United States, and the implications involved in the extension of credit facilities at reasonable cost, and the education of society in matters of thrift.

2491. Lull, Harry G. An analysis of the minimum salary schedules in the 48 states. Master's, 1937. Ohio State. 97 p. ms.

2492. McPherson, William N. A survey of Indiana teachers' salaries. Master's, 1937. Ind. St. T. C. 51 p. ms. (Abstract in: Teachers college journal, 8: 90, July 1937)

Compares salaries of Indiana teachers with incomes in occupations open to teachers or prospective teachers. Finds that the median salaries of the industries and professions were well above the average salaries paid the teachers.

2493. **Max, Warren Louis.** A survey of Arizona school salaries. Master's, 1937. Stanford.

2494. **Mead, A. B. and others.** The economic status of teachers in Florida: a survey study for the year September, 1934 to August 31, 1935. Gainesville, University of Florida, 1936. 113 p. ms.

Contains a large body of data basic to teachers' economic needs and their effects upon the teachers' civic functions and professional services.

2495. **Park, Joseph Elbert.** Trends in salaries and in years of college training of elementary and high school teachers in the cities of Texas from 1930-31 to 1935-36. Master's, 1937. Texas.

2496. **Pearson, Thomas Frederick.** Attitude of teachers in 38 Kansas school systems towards suggestions and methods of improving their economic status. Master's, 1937. Kansas.

2497. **Pinkham, Edwin.** Factors affecting the salaries of teachers of one-room schools in Lane and Linn counties, Oregon. Master's, 1937. Oregon.

2498. **Redcay, Mark S.** Teachers' salaries, New Jersey, 1934-35. Master's, 1937. Temple. 63 p. ms.

Studies salary schedules from 1931-1936, with special emphasis on 1934-35. Finds that New Jersey does not assume enough responsibility towards the support of schools; that many boards of education do not have enough money to pay the reduced salaries and must either make late payments or issue scrip.

2499. **Shambach, John E.** Salaries of teachers in relation to bonded indebtedness, property valuation, and rate of taxation in 30 third class school districts of Pennsylvania. Master's, 1937. Pittsburgh. (Abstract in University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 13: 403-404)

Finds a relatively high correlation between salaries of teachers and true valuation of taxable property.

2500. **Stafford, George E.** Correlation between the salaries of the grade teachers of Gunnison and Delta counties, Colorado and some of the factors which may influence teachers salaries. Master's, 1937. Western St. Coll. 38 p. ms.

Finds a low correlation between salaries and the number of grades taught, experience, and education. Salaries are determined, largely, by the minimum salary law of the state rather than through other factors.

2501. **Tweedy, Ralph L.** Trends in agricultural income, industrial payrolls, retail food prices and teachers salaries for 35 Kansas high schools, 1930-1936. Master's, 1937. Kansas. 38 p. ms.

Shows that trends of retail food prices and agricultural income are roughly parallel, and that trends of teachers salaries and industrial payrolls have the same general trend.

2502. **Wiser, Robert E.** The economic status of the public school teachers of Okmulgee county, Oklahoma in 1935-36. Master's, 1937. Oklahoma. 99 p. ms.

#### SUPPLY AND DEMAND

2503. **Chase, Charles Cecil.** Supply and demand for high school teachers in Wyoming. Master's, 1937. Wyoming. 125 p. ms.

2504. **Eliassen, R. H. and Anderson, E. W.** Investigations of teacher supply and demand reported in 1936. Educational research bulletin, 16: 72-74, March 1937. (Bethany college)

2505. ———. Teacher supply and demand. Review of educational research, 7: 239-41, June 1937. (Bethany college)

2506. Teas, George W. Supply of and demand for elementary teachers in Wyoming. Master's, 1937. Wyoming. 102 p. ms.

\*2507. Willey, Warner M. Supply and demand of secondary school teachers in Kentucky. Doctor's, 1937. Peabody. Nashville, George Peabody college for teachers, 1937. 73 p. (Contribution to education, no. 202)

Deals with the new high school teachers in Kentucky, the colleges where they were trained, and presents a ratio showing the relation between supply and demand in 1936.

### COLLEGE PROFESSORS AND INSTRUCTORS

2508. Bowman, Claude C. The college professor in America; a study of attitudes expressed in the general magazines, 1890-1936. Doctor's, 1937. Pennsylvania.

†2509. Bratcher, E. E. A report of the study of advanced degrees held by the teaching staff at Mississippi college and the academic programs carried by the students. Clinton, Mississippi college, 1937. 17 p. ms.

Compares faculty members holding doctors', masters' and baccalaureate degrees on the basis of the number of courses taught, the number of students enrolled in the courses, and the aggregate credit value involved. Shows that the four-fifths of the faculty who hold advanced degrees are responsible for four-fifths of the courses taught and for nine-tenths of the course enrollments and credit value of these courses. While most of the work done by students is personally directed by teachers with advanced degrees, especially by those with the doctorate, students who are newly enrolled on the campus are given special consideration in this respect.

2510. Dow, Clyde Walton. A personality study of college speakers. Master's, 1937. Mass. St. Coll. 108 p. ms.

2511. Hance, E. T. The training of college executives. Pittsburgh, University of Pittsburgh, 1937.

\*2512. Kuder, Merle. Trends of professional opportunities in the liberal arts college. Doctor's, 1937. T. C., Col. Univ. New York, Teachers college, Columbia university, 1937. 102 p. (Contributions to education, no. 717)

Studies records of the last 50 years of Amherst, Bates, Bowdoin, Colby, Middlebury, Mount Holyoke, Smith, Trinity, Wellesley, Wesleyan, and Williams colleges to determine changes in the staffs and in the positions of the staffs of these New England institutions. Discusses the positions on the staffs during 1933-34, college growth, trends within the field of college teaching, trends in non-instructional positions, trend toward specialization, opportunities for women, degrees of college teachers, turnover and length of tenure, and rate of advancement.

2513. Lewis, Emily Jane. A personnel study of deans of women in state teacher training institutions. Master's, 1937. Temple.

2514. Schrammel, H. E. Length of employment year and sabbatical leaves of absence in teachers colleges. School and society, 45: 454, March 27, 1937. (Kansas state teachers college of Emporia)

Finds that colleges whose employment year consists of three quarters, or two semesters pay higher average salaries than those requiring also summer term employment; and that sabbatical leave provisions are maintained by fewer than one-half of the colleges studied.

### ADMINISTRATION OF SCHOOLS

2515. Allison, Goree K. Changing attitudes toward school discipline. Master's, 1936. South. Methodist. (Abstract in: Southern Methodist university. Abstracts of theses, 1937: 7-8)

Studies the history, nature, scope, and ways in which discipline is maintained in the schoolroom, and the method of studying and adjusting the problem child.

2516. Baker, John E. Attitudes of school board members towards principles of administration. Master's, 1937. Oklahoma. 127 p. ms.

Interviews 68 school board members in large school systems, and 90 in small systems, and records their attitudes on 45 practices in school administration. Finds that boards in larger systems conform better to accepted principles than do boards in smaller systems.

2517. Beaman, Genevieve. Social composition and attitudes of Oregon rural school boards. Master's, 1937. Oregon.

2518. Boyer, Jack B. Educational contributions of the Oklahoma board of education, 1931 to 1934. Master's, 1937. Okla. A. & M. Coll.

Studies the legal duties of the board, and the response of this particular board in assuming that obligation. Finds that the economic situation forced changes in many functions; that certification standards were raised; that secondary aid funds to weak schools were distributed on a basis of teacher qualifications and experience; that the political practice of employing large numbers of local administrators as summer faculty of the teachers colleges was eliminated; that the teacher training function was eliminated from the junior colleges of the state; that financial and moral support was given to the educational coordinating board; that the vocational education staff was centralized at Stillwater to more effectively coordinate the department with the teacher training function; that school transportation program was reorganized to prevent overlapping of routes, and per capita allowance to schools for transportation was raised; that methods used by the teachers colleges in offering extension and correspondence courses were renovated with more specific requirements; that the board formulated an extensive Educational emergency relief plan; that action was taken to halt the break down of the textbook law; and that the period was characterized by forced financial entrenchments and regulations promoting adaptability to rapidly changing educational situations.

2519. Brindle, Nelson L. Time apportionments in recitations in schools of varying sizes. Master's, 1937. Oklahoma. 108 p. ms.

Analyzes the daily program of teachers in 37 one-teacher, 18 two-teacher, and 16 three-or-more teacher schools. Shows that schools with three teachers, or more, assign more time per recitation than either the two-teacher or the one-teacher schools; that the two-teacher schools assign less than one-half as much time per recitation as the schools with three-or-more teachers; and that one-teacher schools assign one-third as much time per recitation as do the schools with several teachers.

2520. Bruce, James W. A comparative study of educational trends and pupil progress in the Tishomingo junior high school. Master's, 1937. Okla. A. & M. Coll.

Attempts to determine the effects of the length of term, the increased professional training of faculty members and smaller teacher-pupil load on pupil progress. Shows that pupil progress in the various studies in the curriculum was greater during the period of increased terms and better prepared teachers.

2521. Carpenter, W. W. and Rosenstengel, W. E. The annual school audit. School executive, 56: 370-71, May 1937. (University of Missouri)

2522. Covey, Bob Bryan. An administrative study of the schools of Hood county, Texas. Master's, 1937. Texas.

2523. Culpepper, J. Broward. The administration of the P. K. Yonge laboratory school. Master's, 1937. Florida.

2524. Davis, Floyd A. Social composition of six member boards in Nebraska. Master's, 1937. Nebraska. 48 p. ms.

Studies the six member boards of education to determine their social composition, educational preparation, and the ideals of the men and women who make up the lay bodies in control of the Nebraska schools.

2525. DeHaven, F. E. School publicity in Wythe county, Virginia. Master's, 1937. Virginia. 292 p. ms.

2526. Dewey, Henry Evert. The development of public school administration in Chicago. Doctor's, 1937. Chicago. 233 p. ms.

2527. Duer, Alva Owen. A study of boards of education of Kansas rural schools. Master's, 1937. Southern California.

2528. Fitch, Edwin Holliday. The personnel of high school boards in Wyoming. Master's, 1937. Southern California.

2529. Ford, *Sister Mary Agatha*. Written diocesan regulations for Catholic schools in the United States. Master's, 1937. Fordham. 135 p. ms.

Attempts to determine the present status of written regulations issued by Catholic school boards and diocesan school superintendents, and finds a growing tendency to substitute well-planned regulations for fragmentary rulings resulting from mere necessity.

2530. Fraley, Lester M. Trustee interference in school administration of the public schools. Master's, 1937. Peabody. 70 p. ms.

Studies the administration of schools in Baldwin county, Ala., and 300 high-school principals in Alabama. Shows that trustees seem to be a detriment to the educational system of Alabama.

2531. Geller, William Spence. A classification code for non-certified employees of a large school district. Master's, 1937. Southern California.

2532. Gibb, Louis S. The noon hour for smaller schools. Master's, 1937. Nebraska. 70 p. ms.

Finds that the noon hour programs, including lunch room habits and recreational activities are poorly planned, and that few schools make adequate use of student leadership.

2533. Gillick, John Henry. The technique of preparing the program schedule in a large junior high school. Master's, 1937. Brown. 40 p. ms.

2534. Gray, Norval T. A critical analysis of the school office and its facilities in the village and consolidated schools of Oklahoma. Master's, 1937. Okla. A. & M. Coll.

Finds that the school office and its activities, functions, and records are of definite, vital interest to all school administrators; that it is the center of the entire school system since from the office comes all direction and control.

2535. Gridley, Rollin T. The administrative organization of the public schools of Arizona. Doctor's, 1937. Wisconsin.

2536. Harmon, William Henry. Attitudes toward discipline. Master's, 1937. South Carolina. 76 p. ms.

Traces the evolutionary attitudes toward discipline from the beginning of the common school in the late Middle Ages to the present time.

2537. Hollister, Clifton Day. A critical study of certain phases of school district organization and administration in Roseau county, Minn. Master's, 1937. Minnesota. 148 p. ms.

Attempts to determine the advisability of a larger administrative basis in the county, comparable to the county unit plan, as a solution to the apparent existing inequalities of educational opportunities. Shows that the county school district would equalize the burden of support within the county, but would not equalize the burden between counties within the state. Suggests the consideration of a state-wide program.

2538. Holt, Edith. A comparison of the administration in two types of school lunchroom organizations as illustrated in the cities of Dallas, Texas, and Shreveport, Louisiana. Master's, 1937. Iowa State.

Attempts to determine the nutritional standards and efficiency of management of the lunchrooms in a centralized system and in a unit system of lunchroom organization. Finds that lunchrooms in the centralized system with trained managers had lower food costs, standardization in management practices, adequate financial records, and the children received better nutritional value for their money. Shows that all school lunchroom managers should have training in child nutrition, in menu planning, and in quantity food buying.

2539. **Howell, Harry Morganroth.** Salary survey and job analysis of non-certificated personnel in Los Angeles city schools. Master's, 1937. Southern California.

\*2540. **Humphreys, John E.** A study of the personnel of the rural school boards of Kansas. Master's, 1937. Kansas. 108 p. ms.

2541. **Hutson, P. W.** Delineation of the staff problems of the secondary school. Pittsburgh, University of Pittsburgh, 1937.

\*2542. **Jantzen, J. Marc.** Types of news stories desired by parents and students in four high schools in Marion county, Kansas. Master's, 1937. Kansas. 83 p. ms.

Attempts to show the types of school news the high-school students desired during the school year 1935-36, as compared to the types of news articles preferred by the parents. Analyzes replies to questionnaires received from 584 students and 288 parents in the Marion, Florence, Penbody, and Hillsboro high schools in Marion county, Kans. Finds that the pupils, especially the girls, were more interested in news about school clubs and school sports than about any other phase of school news, and that their parents were interested in articles showing the value of education for a successful life. Finds that one-half or more of the space given over to school news in local papers was devoted to extracurricular activities, and that most of it is used for school athletics.

2543. **Jones, Ralph Elvin.** Identification of behavior problems as observed by classroom teachers. Master's, 1937. Oregon.

2544. **Jones, Theodore Reynold.** Rules and regulations adopted by boards of public instruction in counties of Florida. Master's, 1937. Florida.

2545. **Keifer, Joseph C.** An analysis of the schedules of junior high school pupils. Master's, 1937. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 13: 392-93)

Studies the scheduling of classes in the junior high schools of the Pittsburgh area to determine the number of times a week the various subjects were scheduled, the number of study periods provided, the number of different subjects taught in each grade, and compares the practices in the various schools. Analyzes approximately 10 schedule cards from each grade of each of the 24 schools studied. Recommends that subjects be put on a five-day-a-week basis; that each class meet at the same time every day; and that the number of subjects carried by a pupil during any one semester be reduced.

2546. **Kreglow, G. C.** Should school districts be abolished and schools be operated by the main political units of government in Ohio. Master's, 1937. Ohio State. 60 p. ms.

Shows that school districts should be organized into efficient economic and administrative units, but not combined with political units.

2547. **Langston, Charles L.** The significance of the school board in a public school relations program. Master's, 1936. North Texas St. T. C. 57 p. ms.

Studies the significance of school board members in informing the public of the purpose, value, conditions, and needs of public education. Finds that an effective public relations program should consider certain audiences as the basic units for interpretation; information should be classified on the basis of the interests and needs of each audience; the board of education is a body corporate which owes its existence to the state, derives its authority therefrom, and is responsible to the people for the maintenance of a program of education in accordance with general approval; formal interpretation as required by law should be supplemented by informal interpretation of board members in their day-by-day contacts with citizens of the community.

2548. **Lemmon, Paul.** Centralizing tendencies in school administration in Indiana since 1900, and an evaluation of the changes. Master's, 1937. Ind. St. T. C. 122 p. ms. (Abstract in: Teachers college journal, 8: 90-91, July 1937)

Finds that this period has been one of outstanding educational progress; that the powers and duties of the state superintendent have increased; that the powers of the

state board of education increased until it now controls the certification of teachers, the adoption of textbooks, prescribes the state course of study, supervises the enforcement of the compulsory school attendance law, provides a regular system of normal instruction; that vocational education and rehabilitation have made rapid progress under state control; and that there is a tendency to vest more and more power in the state department of education.

2549. **McCann, Margaret Josephine.** Effect of open-air class treatment on school achievement. Master's, 1937. Boston Coll. 48 p. ms.

2550. **Melendy, Frank Brenover.** Reserved and delegated powers in the local school district. Master's, 1937. Stanford.

2551. **Miller, William L.** Factors relating to the administration of the progressive education experiment in South high school, Denver. Master's, 1937. Denver. 68 p. ms.

Evaluates the results of the experimental classes cooperating with the Progressive education association in the eight year experiment, and analyzes the administrative changes necessary to put in force a similar organization for the school as a whole. Compares results in the experimental classes and in traditional classes. Analyzes administrative advantages enjoyed by the experimental classes, and studies the problems to be met in applying a similar organization to the entire school.

2552. **Milling, Clarence Lee.** Comparative study of continuous session and split session schools. Master's, 1937. Peabody. 68 p. ms.

Studies enrollment, attendance, teachers' marks, promotion and retardation, and holding power in seven rural schools in three counties. Finds that enrollment was higher in split-session schools; attendance was slightly higher in continuous session schools; more pupils were promoted in split-session schools; and that teachers' marks were higher, and the holding power of the schools was greater in the split-session schools.

2553. **Norman, Clyde Artie.** Administrative survey of the public schools of Vernon, Texas. Master's, 1937. Texas.

2554. **Nutting, John E.** A study of disciplinary problems. Master's, 1937. Western St. Coll. 44 p. ms.

Studies the disciplinary problems in 25 school systems in Colorado and the methods of controlling them. Finds that there are many different types of problems, the majority of which are easily controlled when there is the proper cooperation among teachers, administrators, parents, and community.

2555. **Peters, Clarence William.** The secretary of the board of education in small school systems. Doctor's, 1937. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 13: 267-70)

Attempts to determine the general organization of the office of the secretary, the way the duties of the office are performed, the way the school law affects the secretary, and the personal and social characteristics of the secretary. Analyzes data collected by personal interviews from 102 secretaries of boards of education in Allegheny county, Pennsylvania, representing districts below 15,000 in population. Finds that the typical secretary has his office in his own home; that his equipment is meager, and the minimum equipment should be furnished for the office; that office expenses are too limited in amount to meet the necessary expenses of the office; that the salary is reasonable for the amount of time required to perform the duties of the office; that experience is considered a valuable factor in retaining an individual in the office of secretary.

2556. **Pine, Morton.** Academic freedom and the school administration. Master's, 1937. Wisconsin.

2557. **Balston, Mack A.** A comparison of some joint township school corporations with some similar town corporations. Master's, 1936. Ind. St. T. C. 45 p. ms. (Abstract in: Teachers college journal, 8: 62-63, July 1937)

Finds that town schools have longer school terms; joint schools have larger school enrollments, larger tax rates and correspondingly higher assessed valuation; that the

holding power of the two types is nearly equal; that teacher-pupil ratios and the number of teachers are nearly equal; that the training, salaries, and experience of teachers in the joint schools are somewhat higher than for those in the town schools; that with the exception of Smith-Hughes vocational courses, the curricula offered by both types are about the same, the joint schools offer more Smith-Hughes vocational courses; that with the exception of artificial lighting, the buildings and equipment in the joint schools are superior to those of the town schools, artificial lighting of the town schools is superior.

2558. Schlechte, William Paul. The status of administration and supervision of the public high schools in North Dakota. Master's, 1937. Southern California.

\*2559. Schnopp, Jessie May. A study of the assignment, with a plan for improving the teacher's ability in assignment making. Master's, 1935. West Virginia. 92 p. ms.

2560. Shafer, Paul Francis. Administrative organization of certain Los Angeles elementary schools. Master's, 1937. Southern California.

2561. Sloan, N. P. A study of attitudes toward disciplining held by high school students and their parents. Master's, 1937. Oreg. St. Agr. Coll.

Compares attitudes of about 200 boys and girls and those of 150 parents as to the use of praise, fear, and corporal punishment as methods of controlling children.

2562. Spangler, Mace. The use of the teaching staff in high school administration. Master's, 1937. Oklahoma. 55 p. ms.

Interviews the principals of 20 high schools in central Oklahoma to determine the extent to which members of the teaching staff were used in administration.

2563. Stanley, Everette B. A study of county school boards in Virginia. Master's, 1937. Peabody. 61 p. ms.

Studies the members of county boards of education in 51 Virginia counties.

2564. Staples, Merlyn Leroy. Building school morale through assembly programs. Master's, 1936. Stanford.

2565. Ullsvik, Bjarne R. A test of teacher-pupil relationship. Master's, 1937. Wisconsin.

2566. Vieg, John A. The government of education in metropolitan Chicago. Doctor's, 1937. Chicago.

2567. Willingham, Farris E. Administrative problems in the schools of Tecumseh, Oklahoma. Master's, 1937. Oklahoma. 164 p. ms.

Studies problems in organization, finance, and achievement in a city of about 2,500 people. Recommends a number of important changes in organization. Shows that the school district studied pays for less than 15 percent of the total cost of education, and that the state pays the balance; that the children of this city were above standard in reading and word knowledge, and below the standard in composition, spelling, handwriting, and arithmetic.

2568. Wilson, Elsie Emma. Aiding teachers in service to help children with behavior problems. Master's, 1937. Peabody. 69 p. ms.

Finds that teachers with little special training can help children to become better adjusted.

2569. Witsky, Jonas. Organization and functions of bureaus of research in city school systems. Master's, 1937. Pennsylvania. 114 p. ms.

Studies cities of 100,000 population and over. Shows that the number of research bureaus is not increasing rapidly; that the personnel is again about the size attained in 1929-30; and that there is a tendency toward research projects originating among many of the personnel of the system rather than from the administrative offices only; and that the functions of the bureaus of research have changed little.

2570. Woodworth, B. B. Evan. Teacher participation in administrative problems in the junior high schools of Wisconsin. Doctor's, 1937. Wisconsin.

2571. Zangmeister, Carl. A program of administration and supervision for rural schools. Master's, 1937. Ohio State. 202 p. ms.

2572. Zimmerman, William E. Teacher participation in school administration. Master's, 1937. Nebraska. 104 p. ms.

Finds a need for teacher participation in school administration; and gives a plan of training for teacher participation.

#### EDUCATIONAL LAWS AND LEGISLATION

\*2573. Allen, Cecil H. Legal principles governing practice teaching in state teachers colleges, normal schools, and public schools. Doctor's, 1936. Peabody, Nashville, George Peabody college for teachers, 1937. 160 p. (Contribution to education, no. 184)

Analyzes constitutional and statutory laws relating to training school organizations and practice teaching in the 41 states maintaining state normal schools and teachers colleges; state supreme court rulings and opinions dealing with state teacher training institutions and their associated training schools; regulations and standards of state departments of education relating to training school organizations and practice teaching requirements; formal contracts and agreements between the officials of state normal schools or teachers colleges and the public schools providing for different plans of affiliation for practice teaching; personal letters from presidents and other administrative officers of state normal schools and teachers colleges; general reference books, dissertations, and periodicals.

2574. Anderson, Alfred. A teacher tenure law for Wyoming. Master's, 1937. Wyoming. 110 p. ms.

2575. Bennett, R. Dwight. The effect of the Traxler-Kiefer-Mathews act upon Clinton county school finances. Master's, 1937. Ohio State. 87 p. ms.

\*2576. Bos, Bert P. A digest of the laws and court decisions relating to the uses of school property. Doctor's, 1937. New York. 263 p. ms.

Considers such problems as the uses of public school plots, buildings, rooms and equipment for; recreational activities on the playground; musical productions; public assemblies; political meetings; religious meetings; social gatherings; theatrical performances by amateur dramatic clubs; sale of school supplies, lunches and refreshments; public and private dances; recreational activities in the gymnasium; meetings of literary societies and fraternal organizations; public forums; use for municipal purposes; public libraries; and various other uses.

2577. Bowers, Harold J. Laws and regulations governing certification of teachers in Ohio. Master's, 1937. Ohio State. 65 p. ms.

\*2578. Campbell, George W. The influence of court decisions in shaping the policies of school administration in Kentucky. Doctor's, 1937. Kentucky. Lexington, University of Kentucky, 1937. 132 p. (Bulletin of the Bureau of school service, vol. 9, no. 4)

Studies the Kentucky theory of the relationship of the state to education; the legal status of school districts and their boards of education, pupils, teachers, and school property, the legal basis of school support, and the school debt as shown by the decisions handed down by the Court of Appeals of Kentucky and the Supreme Court of the United States.

2579. Christensen, Harold M. Legal provisions relative to the sources and apportionment of school taxes and school funds for the public schools of South Dakota. Master's, 1937. South Dakota. 80 p. ms.

2580. Coffey, Laurence C. Legal restrictions governing teachers in their employment and work. Master's, 1937. New Mexico. 86 p. ms.

2581. Daniel, Amy Jeannette. Legal status and trends in statutory status of public school teachers in the United States. Master's, 1937. New Mexico. 105 p. ms.

2582. Dice, Clifford Orville. The liability of individual employees and officers of school districts. Doctor's, 1937. Southern California.

Studies the legal principles involved in tort actions against employees and officers of school districts arising from enforcement of rules and regulations or from maintenance of discipline; the liability of such employees and officers for injuries to students due to negligence in the performance of their duties, injuries to persons other than students, injuries to other employees and officers, and for libel or slander arising from work in the schools; and the educational implications of individual liability principles together with proposals for actions designed to protect the educational program.

2583. Doenges, Harold Oswald. The effect of House Bill 212 on the common schools of Choctaw county from 1930-1936. Master's, 1937. Okla. A. & M. Coll.

Studies House Bill 212 with reference to its influence and effect upon the common schools of Choctaw county, for the first year of its application, 1936, as compared with the condition of the schools during the years 1930, 1932, and 1934. Studies its effect on the number of teachers employed, the number of days taught, average daily attendance, maintenance cost in each district, number of mills levied by the districts, assessed valuation of the school districts, and teachers' salaries.

2584. Donovan, John J. Litigation arising out of religious questions concerning the common schools. Doctor's, 1937. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 13: 91-95)

Studies the limitations imposed by the courts in the teaching of religion; the use of the Bible as constituting religious instructions; the use of the Bible in religious worship; the Bible as a secular reader; religious exercises in public school buildings; the combination of the sectarian and public school; Sisters as public school teachers; and religious instruction on public school time. Finds that the opinions of the courts concerning the legality of certain religious practices arising in litigation in the common schools are hopelessly in conflict; conformity to precedent characterizes the decisions of the courts involving religious questions concerning the common schools.

2585. Eason, Percy H. Public school legislation in Mississippi, 1860-1930. Doctor's, 1937. Peabody.

2586. Ferguson, Arthur Clinton. The provision for education in the Texas Constitution of 1876. Doctor's, 1937. Texas.

2587. Gary, Stephen. Legislation on the junior high school. Master's, 1937. Ohio State. 94 p. ms.

Compiles, classifies, and interprets all legislation directly affecting the junior high school. Finds that the volume of junior high school legislation has increased considerably, but that there are still many states without such legislation. Shows that in most instances the laws have lagged behind the growth of the school; that none of the laws make the junior high school mandatory upon a district.

2588. Gharrity, M. P. A study of organizations exercising legal and extra-legal control over high school interscholastic athletic contests. Master's, 1937. Virginia. 144 p. ms. (Abstract in: University of Virginia. Secondary education in Virginia, no. 24: 71-72)

Discusses state laws governing interscholastic athletic contests, state high school athletic associations, control by the National federation of state high school athletic associations, control by independent leagues and by regional accrediting agencies. Shows that the organizations controlling and attempting to control interscholastic athletic contests are working along common lines of control, and are stressing the same regulations; that the accrediting agencies support the work of the state athletic associations; that the state associations are interested in the quality of the academic work the students participating in interscholastic athletic contests are doing; and that there is, in all but one case studied, a close cooperation between the state department of education and the state athletic association.

2589. Gilbert, Horace Sanders. A history of educational legislation in Arizona, 1864-1935. Master's 1937. Chicago. 97 p. ms.

2590. Glasgow, Merle W. Principles of law in cases affecting Oklahoma school budgets. Doctor's, 1937. Oklahoma. 386 p. ms.

Studies 47 cases involving school budgets that have been tried and decided in the Supreme Court of Oklahoma.

2591. Haggard, William Wade. The legal basis of the organization and administration of the public schools of Illinois. Doctor's, 1937. Chicago. 310 p. ms.

2592. Hogg, Henry T. Legislative activities of the Arkansas education association. Master's, 1937. Peabody. 70 p. ms.

Studies the legislative activities of the Arkansas education association from 1920 to 1937, inclusive, and finds that it has been successful in its legislative activities and should sponsor more legislation.

2593. Kennedy, Thomas Raymond. Some phases of Kansas school law as determined by Supreme Court decisions. Master's, 1937. Kansas.

\*2594. Kephart, Edwin G. A legal vocabulary for school administrators. Master's, 1937. Penn. State. 51 p. ms.

Prepares a checklist of terms necessary for school administrators to understand in their reading of educational laws; constructs a test of legal terms and administers it to two groups of schoolmen and a group of high school students. Presents a glossary of the legal terms and phrases found in the source materials used.

\*2595. Lackas, John C. A comparative study of the law relating to public and private institutions of higher learning. Doctor's, 1937. New York. 180 p. ms.

Finds that there are differentiations in the law in respect to organization and such administrative matters as officers, faculty, status of students, nature of public support, property rights, exercise of the power of eminent domain, the right to sue and be sued, and in the nature of their dissolution.

2596. Miller, Dale G. A proposed retirement law for Kansas. Master's, 1937. Wichita. 109 p. ms.

2597. Mowls, John Nelson. Litigation and recent legislation in regard to certain aspects of the protection of school funds. Doctor's, 1937. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 13: 253-59)

Studies litigation in regard to the protection of school funds, which has taken place in the United States; procedures and practices which have proved unreliable for the protection of school funds; reasons for much litigation in some states; procedures which have proved reliable for the protection of school funds; responsibilities and liabilities of treasurers, sureties, and depositories; opinions of the state superintendents in regard to the protection of school funds; changes which have resulted from recent legislation; tendencies shown by an analysis of recent legislation; and legislation needed for more adequate protection of school funds.

2598. Myers, Russell E. Effect of House Bill 212 and other recent legislation on the schools of Kiowa county, Oklahoma. Master's, 1937. Oklahoma. 103 p. ms.

Investigates the financial status of the schools of Kiowa county in order to discover the extent of improvement in educational opportunity due to increased state support as provided in House Bill 212. Finds that length of term was increased, number of teachers was increased, the average number of pupils per teacher was decreased, and, in spite of a decrease in valuation, the total budgetary expenditures for the county were increased 41.7 percent.

2599. Nietz, J. A. History of educational legislation in Pennsylvania. Pittsburgh, University of Pittsburgh, 1937.

\*2600. Secor, Herbert. Legal jurisdiction of the school over the pupil off the school grounds and outside of school hours. Master's, 1937. Syracuse. 47 p. ms.

2601. Vinckel, John B. Legal aspects of the use of school property and funds in Nebraska. Master's, 1937. Nebraska. 142 p. ms.

Finds a need for legal information and training, for an adequate system of school finance, for principles involving the use of school funds and property, and a static tendency in the courts and legislature.

2602. Wall, Gust S. Part-time education laws. Master's, 1937. Minnesota.

Studies compulsory laws in the 48 states and gives brief and concrete expression of each situation.

#### SCHOOL FINANCE

2603. Anderson, Eva Greenslit. Financial support for Washington's public schools. Doctor's, 1937. Washington. 212 p. ms.

Analyzes the existing inequalities in financial support of the 39 counties and 1,661 school districts of the state.

2604. Anderson, Joy C. An analysis of the fiscal administration of Tippecanoe county-consolidated schools, 1932-1936. Master's, 1937. Purdue. 104 p. ms.

Presents a brief history of the county and school situation. Studies the unit costs in the 11 townships of the county, in principals' and teachers' salaries, instructional supplies, total instruction, wages of janitors and engineers, fuel, transportation, total operation, total maintenance, total fixed charges, total coordinate and auxiliary activities, total operating costs, total capital outlay, and total expenditures. Recommends reorganization and further consolidation of schools in the county, in order to lower unit costs of education.

2605. Andrews, Fred Joy. A survey of educational finance inequalities in Otero county, Colorado. Master's, 1937. Colorado. (Abstract in: University of Colorado studies 25: 34)

Analyzes and evaluates the school finance and education opportunities of Otero county. Finds that the financial inequalities of the various school districts are due to the fact that about 95.5 percent of the revenue of the county is derived from a tax on general property. Recommends the use of the Colorado education association-Mort plan for financing education in Otero county.

2606. Armstrong, George E. A survey of the finances of the school districts of Ross county. Master's, 1937. Ohio State. 98 p. ms.

2607. Baird, Edward Dean. A study of operating costs in three types of schools in Monona and Woodbury counties, Iowa. Master's, 1937. Iowa.

2608. Baker, Guy Lyndon. Public school fire insurance in Oakland county, Michigan. Master's, 1937. Detroit. 76 p. ms.

Surveys structural and fire protective features, preventive practices, degree and cost of fire insurance in 177 school districts in Oakland county. Finds that wood construction, even in rural schools, is being discontinued; that most of the school boards do not give due consideration to depreciation and do not understand the problem of placing fire insurance; that fire insurance costs have lessened recently; that co-insurance can be purchased more cheaply than flat insurance; that fund insurance is not found advisable except in large cities; that state insurance works well where tried; and that measures for fire prevention are more important than insurance.

2609. Ball, Lester Hobson. Analysis of school costs in Texas, 1926-1934. Master's, 1937. Colorado. (Abstract in: University of Colorado studies, 25: 36)

Compares the appropriations of different years for instructional service, auxiliary agencies, general control, capital outlay, and debt service.

2610. Brodell, Arthur Clarence. Financial and educational comparisons of two one-room schools in Pawnee county, 1922-1936. Master's, 1937. Okla. A. & M. Coll.

Shows that over a period of 15 years one rural school in Pawnee county graduated 38 pupils, while an adjoining district with more resources and practically the same number of pupils enumerated graduated only six. Finds that both districts were able to support

a good school program; that the voters in one district stressed economy to the point where it was impossible to finance a program of interest and effectiveness; and that the adjoining district, with less assessed valuation, provided necessary funds to promote a much better program.

2611. **Brokaw, Frank H.** Devices and procedures for promoting an understanding of the fiscal problems of the school. Master's, 1937. Nebraska. 78 p. ms.

Analyzes replies to letters mailed to 142 superintendents of schools in northern cities whose population is between 50,000, and 500,000, annual reports of cities in Nebraska, and literature of the field. Recommends that material on the fiscal problems of the school be presented in condensed form, simply stated, presented frequently, be accurate, be attractive and varied in appeal, be readily available for consultation, be closely related to results in pupil benefits, and result in new understandings.

2612. **Brown, Paul Roy.** Funds raised locally by parents, teachers and pupils. Master's, 1937. Peabody. 72 p. ms.

Studies the methods of raising funds used by the schools in Walker county, Alabama as compared with 39 other Alabama counties.

2613. **Cagney, William George.** Study of the functioning of federal funds in California. Master's, 1937. Southern California.

2614. **Carey, R. E.** A comparative study of the cost of instruction in industrial arts and other forms of general education in the senior high schools of six fourth class districts in Luzerne county, Pennsylvania. Master's, 1937. Penn. State.

2615. **Clements, D. W.** Budgetary procedure in schools of Alabama. Master's, 1937. Peabody. 204 p. ms.

Finds that budgets in the school systems of Alabama are inefficiently managed, but that budgets in the cities are followed more accurately than those in the counties.

2616. **Cole, Lloyd William.** An analysis of available forms of athletic insurance and suggestions for accident insurance for Kansas high school athletes. Master's, 1937. Kans. St. T. C., Pittsburg. 45 p. ms.

Compares the policies of insurance for the protection of high school athletes against injury offered by the insurance companies with the mutual plans provided by the state athletic associations of Wisconsin, New York, and North Dakota.

2617. **Collum, Dorothy Herma.** A survey of present methods of internal audit procedure for student-body accounts. Master's, 1937. Southern California.

2618. **Crowell, F. N.** The cost of education and the costs of other governmental functions in Union county, Iowa. Master's, 1937. Colo. St. Coll. of Ed.

2619. **Davidheiser, J. W.** The cost of repairs and maintenance of four class school districts in the state of Pennsylvania for the fiscal year 1933-34. Master's, 1937. Temple. 125 p. ms.

2620. **Davis, John Elwood.** An analytical study of underwriters' indemnities as applicable to the participant in the school athletic activities program. Master's, 1937. Iowa.

\*2621. **Dixon, Henry Aldous.** The administration of state permanent school funds as illustrated by a study of the management of the Utah endowment. Doctor's, 1936. Southern California. Los Angeles, University of Southern California press, 1936. 145 p. (Southern California education monographs, no. 9)

Studies the historical and legal background of Utah's permanent school funds, the status of the permanent school funds, and the organization and administration of the Utah state land department.

2622. Farrow, Dwight E. Improving the program of school insurance. Master's, 1937. Colorado. (Abstract in: University of Colorado studies, 25: 62-63)

Builds a score card to be used as a basis for an objective survey of school insurance programs to determine the class of insurance, selection of company, valuation and appraisal, amount of coverage, policy forms, type of insurance, term of insurance, insurance records, and economies.

\*2623. Ferrell, Doctor Thomas. Relation between current expenditures and certain measures of educational efficiency in Kentucky county and graded school systems. Doctor's, 1936. Peabody. Nashville, George Peabody College for teachers, 1936. 114 p. (Contribution to education, no. 216)

Attempts to determine the relationship between total per capita current expenditures and attendance, holding power, teacher training, teacher experience, pupil teacher ratio, and length of school term for 120 county school systems and 120 independent graded school systems; the relationship between total per capita current expenditures and a composite index of educational efficiency; the relationship between per capita current expenditures for general control, instruction, operation of plant, maintenance of plant, auxiliary agencies, and fixed charges and a composite index of educational efficiency; and the relationship between a change in total per capita current expenditures and a change in a composite index of educational efficiency for the period from 1921 to 1935 and for several intervening periods. Indicates a closer relationship between current expenditures and educational efficiency in counties than in graded school districts; that better trained and more experienced teachers can be secured in both county and graded school systems without increasing the costs seriously; that there are marked differences in the relationship between current expenditures and educational efficiency in both systems.

2624. Fitzgerald, William L. A case study of state aid to certain mining-camp school districts. Master's, 1937. Iowa.

\*2625. Gabel, Rev. Richard J. Public funds for church and private schools. Doctor's, 1937. Catholic Univ. Washington, D. C., Catholic university of America, 1937. 858 p.

Discusses the distinction between private and public schools; the contribution of the private and church schools to American education; support of church and private schools in New England, in the South and in the central colonies during the colonial period; private and church schools between 1775-1820, and between 1820-1865; and public support of private schools from 1865 to the present, and the situation today.

2626. Gilliland, Floyd H. State workmen's compensation insurance as applied to public school employees in North Dakota. Master's, 1937. Iowa.

2627. Gordon, Laurin Palmer. Financial study of the second class state graded schools of Wisconsin. Doctor's, 1937. Wisconsin.

2628. Gorrell, T. M. The administration of federal funds for public education in Ohio with special emphasis on its historical development. Master's, 1937. Ohio State. 119 p. ms.

2629. Graham, E. B. Retrenchment measures of Columbus, Ohio, board of education, 1930-1936. Master's, 1937. Ohio State. 111 p. ms.

2630. Griffin, H. E. Federal aid for public education. Master's, 1937. South. Methodist. 89 p. ms.

2631. Hallett, Henry W. Survey of fixed charges in districts of 5,000 and above in Pennsylvania for 1933-34. Master's, 1937. Temple. 179 p. ms.

Finds that the amount spent per pupil in average daily attendance is fairly stable.

2632. Helveston, Harold W. and Fetter, John M. The cost of operation in districts of the first, second, third and fourth class districts in the state of Pennsylvania for the fiscal year, 1933-34. Master's, 1937. Temple. 288 p. ms.

Finds a gradual decline in per pupil cost of operation as the pupil average daily attendance decreases.

2633. Hensley, Horace Lee. A comparison of school support in Cleveland county, Oklahoma, in 1933-34 and 1935-36. Master's, 1937. Oklahoma. 89 p. ms.

Attempts to determine the amount of increase in state aid and its effect on the districts of the county. Shows that the amount of state aid for Cleveland county was increased more than \$63,000 in the year 1935-36 over 1933-34; that tax levies in the districts were reduced, the number of teachers was increased; teachers' salaries were increased; expenditures other than teachers' salaries were one third higher in 1935-36 than in 1933-34; expenditures per pupil in average daily attendance were \$9.00 more in 1935-36 than in 1933-34; and that there was no change in length of term.

2634. Herlinger, H. V. Relationships between actual costs and tuition costs for high school tuition in four year high schools of third class districts in Pennsylvania. Master's, 1937. Pittsburgh. (Abstract in: University of Pittsburgh Abstracts of theses, researches in progress, and bibliography of publications, 13: 390-91).

Shows the relationship between the actual cost of current expense and the tuition cost as used by the districts studied; shows the various items which the majority of superintendents and school board secretaries feel should be included in computing non-resident high school tuition costs, and compares this additional cost with the percentage now allowed by legal status.

2635. Hoessel, Sheldon Warrington. Hourly costs of subjects taught in industrial arts departments of San Jose, Stockton, and Bakersfield for the year 1934-35. Master's, 1936. Stanford.

2636. Hogrefe, Roy Arnold. A survey of the bonded indebtedness, for school and non-school purposes, of Union county, South Carolina. Master's, 1937. South Carolina. 22 p. ms.

Compares the bonded indebtedness of Union county for school purposes with that for non-school purposes, and indicates that the situation is favorable to the schools.

2637. Holland, Jesse Hobart. Revenue distribution in independent graded school systems in Kentucky. Master's, 1937. Peabody. 73 p. ms.

Finds a high degree of inaccuracy in estimating budgetary items of income and expenditure.

2638. House, Joe B. How a larger unit plan can improve the financial conditions of the schools in Ottawa county. Master's, 1937. Okla. A. & M. Coll.

Shows the inequalities of the schools in Ottawa county as to: financial ability to pay; inequality of wealth; unequal tax burden; and suggests a tentative regrouping to improve this condition.

2639. Howard, Ruth Morrison. The lottery, a means of financing American education. Master's, 1937. George Washington. 61 p. ms.

Studies the use of lotteries in the United States as a source of financial aid in the building of roads, canals, schools and bridges. Shows that 20 of our earliest colleges used lotteries in order to receive financial support, and that the early academies raised money from lotteries for their support. Finds that later campaigns were organized condemning lotteries, and that in 1895 the lottery was abolished by Congress.

2640. Huenink, Derwin Jacob. Financial survey of Dane county (Sect. II—Western half) Master's, 1937. Wisconsin.

2641. Hufford, Francis Griffith. Financing interscholastic athletics in the Little seven conference. Master's, 1937. Chicago.

2642. Hull, Justus M. Subsidies to education under present conditions. Doctor's, 1937. Pennsylvania.

2643. Huplits, Woodman E., jr., Heintzelman, Norman E. and Huplits, Myrtle V. C. Expenses of instruction in first, second, third and fourth class

districts in the commonwealth of Pennsylvania for the fiscal year, 1933-34. Master's, 1937. Temple. 3 v.

Finds that approximately 88 percent is spent on teachers' salaries, 4 percent for principals' salaries, 3 percent for supervisors' salaries, 2 to 3 percent for textbooks, 2 percent for supplies, and 1 percent for principals' clerks and assistants; that the maximum and minimum per pupil costs are \$152.62 and 0.5 for instruction-less tuition.

2644. James, M. A. Comparison of the townships and county as units for buying supplies and equipment. Master's, 1937. Ind. St. T. C. 60 p. ms. (Abstract in: Teachers college Journal, 8: 87-88, July 1937)

Attempts to show the savings that would result if townships were organized into larger units for the purchasing of supplies and equipment. Compares the averages of the prices paid by 14 different townships with the prices paid by the cities of Sullivan, Lafayette, and Evansville on a number of different items.

2645. Kahl, William C. Financial study of the rural schools of Green county. Master's, 1937. Wisconsin.

2646. Kehrwald, B. B. The functional cost of government compared with the cost of education in Las Animas county, Colorado. Master's, 1937. Colo. St. Coll. of Ed.

2647. Kelder, Jacob W. An analysis of debt in the school districts of Michigan. Doctor's, 1937. Michigan.

2648. Kuykendall, Francis Voyd. Expenditures for textbooks in the Millport school during the year 1935-36. Master's, 1937. Alabama. 50 p. ms.

2649. Layton, Clifton M. The allocation of school funds among the functional divisions of the budget. Master's, 1937. Ohio State. 50 p. ms.

\*2650. Lazenby, M. B. A financial survey of school districts in Nelson county. Master's, 1937. North Dakota. 106 p. ms.

Finds that the county is well situated agriculturally; that most of the district valuations are high enough to supply ample income for the support of the schools; that increased state support of schools, due chiefly to the equalization fund, has decreased local costs to about 70 percent of the entire educational expenditures; that apportionment to school districts from the equalization fund on the basis of need seemed unfair to some districts; that debt service amounted to only a little over six percent of the school costs; that there was considerable difference in the ability of school districts to support education, principally between the different classes of districts, high school, consolidated, and one room rural; that there was a wide difference in the amount of effort put forth by districts to support their schools; that people in poorer districts and with large enrollments paid more for educational purposes than rich districts or those with small enrollments; and that many inequalities exist in educational facilities of districts relatively close together.

2651. Long, Charles D. A survey of public school finances: expenses of general control in second and third class districts of the commonwealth of Pennsylvania for the fiscal year of 1933-34. Master's, 1937. Temple. 239 p. ms.

2652. Lucky, Lewis Bridger. The relations of school bonded indebtedness to the county unit system of schools. Doctor's, 1936. Oklahoma.

Analyses data on assessed valuation, date of bond issue, amount, of bond issue, annual accruals, total accruals, bonds paid or cancelled, total outstanding bonds and annual interest earned, and average daily attendance for each of the 4,856 school districts in the state. Finds that less than one-half of the school districts of Oklahoma have some bonded indebtedness. Recommends that the county unit system of schools be adopted and the county assume payment of all school bonds of the county.

2653. McKinley, J. D. Financing the schools of Vinton county, Ohio, 1931-1936. Master's, 1937. Ohio State. 112 p. ms.

\*2654. Marble, Harold E. Variations in the budget of Seneca Falls schools compared with 35 village superintendencies over a 10 year period. Master's, 1937. Syracuse. 84 p. ms.

Studies the variations in the budgets of the Seneca Falls school system from 1925-1935 and compares them with variations in the budgets of 35 superintendencies in New York state villages with populations of 5,000 to 10,000. Analyzes data on expenditures, average daily attendance, and teachers, and shows the effects of the depression on the cost of education in these districts.

2655. Miller, Grace D. Carrying through a school tax levy campaign. Master's, 1937. T. C., Col. Univ. 22 p. ms.

Analyzes and evaluates the techniques for conducting a school levy campaign.

2656. Mills, A. L. A history of Michigan school land grants and the permanent funds. Master's, 1937. Michigan.

2657. Mitchell, James Butler. A comparison of per-capita costs of and ability to support schools in Texas cities of more than 2,500 population, 1931-32 and 1932-33. Master's, 1937. Texas.

2658. Murphy, Irvin P. Comparison of insurance premiums and losses on publicly owned property in New Mexico. Master's, 1937. New Mexico. 100 p. ms.

\* 2659. Nolan, Leonard Francis. Federal aid to education during the depression. Master's, 1937. Boston Coll. 118 p. ms.

†2660. Norton, John K. and Norton, Margaret Alltucker. Wealth, children and education. New York, Teachers college, Columbia university, 1937. 100 p.

Studies the economic ability of the United States to finance education, and describes early and recent studies of the relative ability of the states to support education, and the efforts of the states to support education. Shows that the wide differences in the level of financial support provided education in different states are almost wholly the outcome of wide differences in ability to finance education, due to fundamental differences in the economic resources and taxpaying capacity of these states. Recommends the pooling of some of the nation's economic resources in order to provide educational opportunity for all children.

\* 2661. Peterson, Basil Hyrum. Public hearings on school budgets in the United States. Doctor's, 1937. California.

Analyzes state laws requiring public hearings on school budgets; the trend in the enactment of public school budget hearing laws; the preparation for, the response to, and the method of conducting public hearings on school budgets. Finds that 25 states have enacted some type of public school budget hearing law, and that eight other states are required to follow a procedure which approximates public school budget hearings; that public school budget hearings had little effect on school budgets; and that according to the judgments rendered by 66.7 percent of city school and state school superintendents, public school budget hearings are desirable.

2662. Peterson, Manville James. The sources of revenue for the support of the public schools of Cavalier county in the state of North Dakota, and the adequacy of these sources for the support of a defensible program. Master's, 1937. Colorado. (Abstract in: University of Colorado studies, 25: 92-93)

Attempts to determine the sources for the support of the public schools of Cavalier county, North Dakota; the percent of the entire revenue derived from each source; whether or not the various districts are able to support defensible programs; and to what extent resources of the various districts are used for educational purposes. Recommends consolidation, or the adoption of the county unit plan of administration as a possible means of reducing the costs of education sufficiently to permit the maintenance of defensible programs. Shows that if the per capita costs cannot be reduced by the creation of larger units of support, increased state support would seem to be the only means of maintaining defensible programs.

2663. Price, A. H. An analysis of the functional expenditures in small grade schools of Colorado. Master's, 1937. Colo. St. Coll. of Ed.

\*2664. Price, William Evans. Financial retrenchment in New Jersey secondary schools, 1926-1933. Master's, 1935. St. T. C., Upper Montclair. 42 p. ms.

2665. Reidel, E. R. Financing co-curricular activities in the A class high schools in Virginia. Master's, 1937. Virginia. (Abstract in: University of Virginia. Secondary education in Virginia, no. 24: 80-81)

Studies the different types of financial control of co-curriculum activities in the 13 A class high schools studied; and the needs of a centralized system of financial control for the organizations of these high school in Virginia.

2666. Rice, Clarence Willard. Financial accounting for student activities. Master's, 1937. Texas.

2667. Riddle, W. B. Expenditure of the rural school budgets of Okmulgee and Creek counties for 1932-33. Master's, 1937. Oklahoma. 145 p. ms.

Finds that there is little relationship between estimated needs and actual expenditures.

\*2668. Riffer, John G. A study of the efforts of small city school districts in Ohio to finance public education in 1936. Master's, 1937. Ohio State. 74 p. ms.

Studies the ability and effort of city school districts having from 5,000 to 10,000 inhabitants, to finance education; analyzes their educational expenditures, and their attempts to equalize educational opportunity for their pupils.

2669. Roach, William Lloyd. The federal endowment of education for Oklahoma. Doctor's, 1937. Stanford. (Abstract in: Stanford university. Abstracts of dissertations for the degree of doctor of philosophy and doctor of education, 1936-37: 18-21)

Studies the source, amount of, productiveness of, and the transactions relating to the permanent school funds and the public building funds of Oklahoma. The sources of these funds were grants of land and money by the federal government to the territory and state of Oklahoma. Studies the activities of the State school land lessees' union, and shows that the early sale of school land and other legislation detrimental to the school funds was closely connected with this organization; studies the oil and gas production on state and school lands; and presents facts and statistics regarding the administration of the school land office from statehood to 1932.

2670. Ropp, Joseph Junius. School costs and indebtedness in Clarendon county, South Carolina. Master's 1937. South Carolina. 81 p. ms.

Shows the costs and indebtedness of the operation of the schools of the county and the relations between the costs and indebtedness. Recommends consolidation as a means of better instruction at lower cost.

2671. Rouse, K. E. An analysis of functional distribution of expenditures in small schools of Colorado. Master's, 1937. Colo. St. Coll. of Ed.

2672. Sabin, Owen O. Insurance practices of school boards in municipal and county school of New Mexico with evaluation and standards. Master's, 1937. New Mexico. 61 p. ms.

2673. Sala, Edward. School budgets of Payne county, Oklahoma. Master's, 1937. Oklahoma. 168 p. ms.

2674. Selman, Paul. A study of the relationships of the educational program and state support of the schools in Jackson county. Master's, 1937. Okla. A. & M. Coll.

Attempts to discover the influence of state support on the public schools in Jackson county, Oklahoma, from 1929 to 1936, inclusive, exclusive of the years 1930-31 and 1932-33. Finds that state support of the public schools has been an increasing factor in the finances of these schools from 1932 onward. Legislation through the years of

the depression made increasing amounts of state moneys available to all schools which cared to meet certain prescribed qualifications. State support made available more money to be used for the schools in various ways; and, in order to get this money, schools had to meet higher standards of instruction, physical plant, and curriculum.

2675. Smith, George Preston. The problem of delinquent school district sinking funds in Texas with recommendations for solution. Doctor's, 1937. Texas.

2676. Steinhauer, Milton H. Fire insurance on public school property in Pennsylvania. Doctor's, 1937. Pennsylvania.

2677. Stevens, Paul Clifford. The administration of the National forest reserve fund as it relates to public education in Colorado. Master's, 1937. Denver. 42 p. ms.

Shows that the Federal forest reserve fund is made up of 25 percent of the total receipts of income derived by the National government from Federal forests, and that this money is distributed to the counties in which such forests are located. The money may be used for roads and schools. Attempts to determine how much money the counties of Colorado received from the National forest fund since the law was passed in 1906; what counties received these funds during 1930-35 and how much each county received; how each county divided this fund between schools and roads for these years; the trend of distribution in respect to schools; and the way other states handle this fund.

2678. Teague, William Francis. Trends in current expenditures in Kansas for grades 9 to 12 as obtained from published reports. Master's, 1937. Kansas.

2679. Torgerson, Orville E. Support of education—local, state and federal funding; insurance, purchasing and stores management. Doctor's, 1937. Wisconsin.

2680. Townsend, James G. An analysis of estimates and expenditures of boards of education in dependent districts. Master's, 1937. Oklahoma. 175 p. ms.

Investigates estimates of expenditures as related to actual expenditures in 143 rural districts. Shows that rural school boards are unable to estimate their needs with any reasonable degree of accuracy.

2681. Tyrrell, Preston E. A critical analysis of the practices and procedures that affect tuition payment and collection in the secondary schools of South Dakota. Master's, 1937. Minnesota. 142 p. ms.

Studies the problems of both the high school maintaining district and the tuition-paying district in South Dakota. Finds that costs borne by the high school maintaining district are often higher than the maximum tuition of \$9 permitted by law. Shows the relation between tuition charged and the cost of secondary education.

2682. Van Petten, Donald Robinson. A group fire insurance plan for the schools of Maricopa county, Arizona. Master's, 1937. Southern California.

\*2683. Van Wyk, Arnold C. Educational survey of Burleigh county, North Dakota, with special reference to inequalities in program of work, ability and effort. Master's, 1937. North Dakota. 221 p. ms.

2684. Waddoups, Ralph Owen. The cost of the complete application of the educational equalization features of the Idaho school revenue laws. Master's, 1937. Utah.

2685. Warram, James H. Problems in financing the public schools of Oklahoma county, Oklahoma. Master's, 1937. Oklahoma. 115 p. ms.

Analyzes income, valuation, expenditure per pupil, and effort for each district in Oklahoma county. Finds that taxable wealth in the county is unequally distributed; some schools operate with practically no levy, and others on a maximum levy have a very poor school. The county unit should be established, and more state aid should be given.

2686. Willard, Clayton E. An analysis of instructional costs in 82 Oregon high schools. Master's, 1937. Washington. 74 p. ms.

Finds unit instructional costs for each subject offered in 82 Oregon high schools, ranging in size from 8 to 1,000 students, using only the salary schedule as a basis for the cost per credit unit. Notes variations in median, high, low, costs within and between four different sized groups. Finds that schools of less than 90 students have the greatest variations in high and low costs, and median unit instructional costs; that schools of 200 to 500 students offered subjects at the lowest cost; that schools of 500 to 1,000 students had the least variation of unit costs. Finds class size the greatest factor in cost variation; that the teacher's salary is not a reliable index of the price which a district is paying for instruction; that communities which are paying the lowest salaries are sometimes paying the highest for units of instruction; that very small schools are uneconomical; that formation of larger units is advisable; that agricultural unit costs in each group was the highest of all subjects offered; that industrial arts, foreign languages, and home economics were offered at higher unit costs than the rest of the curricula offerings; and that English and the social studies were the most economical to teach.

2687. Yarborough, Jewel Worth. A study of public school finances in the independent school districts of Brazoria county, Texas. Master's, 1937. Texas.

#### RURAL EDUCATION

2688. Allen, Helen Ruth. The organization of the public school system of Dillon county, South Carolina. Master's, 1937. South Carolina.

Recommends changes which can be made without additional cost.

2689. Beazley, William B. An administrative survey of the public schools of Alleghany county, Va. Master's, 1937. Virginia. 173 p. ms. (Abstract in: University of Virginia. Secondary education in Virginia, no. 24: 69-70)

Gives a brief history of the historical and economic background of Alleghany county; discusses the administrative set-up of the schools, certification, status of married teachers, teacher turn-over, teacher load and experience, consolidation and transportation; school finance including taxation, wealth, revenues, debts, salaries, and distribution of costs; enrollment, attendance, retardation, and pupil achievement, white elementary and secondary schools, and Negro schools. Indicates that Alleghany county is gradually becoming more urban in nature and presents no indication of a static condition.

2690. Bender, L. L. A survey of School district number five, Lincoln county, Wyoming. Master's, 1937. Wyoming. 125 p. ms.

2691. Binfield, Wayne R. The inequality of educational opportunity and the burden of support in the rural school districts of Box Butte county. Master's, 1937. Nebraska. 66 p. ms.

Recommends that a definite minimum program be established as a basis upon which to provide basic equality of opportunity and support in schools; that if equalized educational opportunity can not be established the schools of the county be consolidated; that a minimum length of term of nine months be required; that the minimum salary of all teachers be \$75.00 a month; that school buildings be renovated and adequate heating, lighting, and ventilating equipment be installed; and that a uniform policy with regard to the furnishing of supplies and equipment be adopted on a county wide basis.

2692. Bohanan, Ross Washington. An educational survey of the Sale Creek consolidated school and community, Hamilton county, Tennessee. Master's, 1937. Tennessee. 108 p. ms.

Studies the educational, social, and economic conditions of the Sale Creek consolidated school and community. Shows that Sale Creek is wholly a farming community and the principal crops are peaches and strawberries; that the schools are above the average for rural schools of the state and most of the teachers are well qualified; and that the schools need a revised curriculum, more adequate physical equipment, more adequate playgrounds, better library facilities and a combined auditorium and gymnasium for the school.

2693. Bostrom, Roy Oscar. Economic and population survey of the school districts of Renville county, North Dakota. Master's, 1937. North Dakota.

2694. Brailey, Lester G. Study of schools of Fulton county, Ohio. Master's, 1937. Ohio State. 100 p. ms.

†2695. Brunner, Edmund deS. and Lorge, Irving. Rural trends in depression years: a survey of village-centered agricultural communities, 1930-1936. New York, Columbia university press, 1937. 387 p.

Discusses changing agricultural backgrounds; agricultural adjustments in rural communities; population changes; village-county relations; business and industry; rural banking; rural schools in the depression; adult education, agricultural extension and all other agencies; social organizations; notes on government and health; rural religion; and relief in rural areas.

2696. Carter, Leon Arthur. An administrative survey of the schools of Hardeman county, Texas, with plans for their more effective organization. Master's, 1937. Texas.

2697. Cummings, Hollie Max. An administrative survey of the schools of Camp county, Texas. Master's, 1937. Texas.

2698. Davidson, D. N. An administrative survey of the public schools of Orange county, Virginia. Master's, 1937. Virginia. 115 p. ms.

2699. Davis, James H. A study of seven school communities of Hawkins county, Tennessee. Master's, 1937. Tennessee. 135 p. ms.

Shows that the schools are poorly financed; training of teachers is very poor; school buildings are in a deplorable physical condition; there is too great a gap between enrollment and average daily attendance; too few pupils who enter school complete the eighth grade; and there is no form of supervision in the elementary schools.

2700. Davison, Oscar William. Local school administrative units in Lincoln county. Master's, 1937. Okla. A. & M. Coll.

Compares attendance areas, educational ability and effort to support education in the larger and smaller units, and studies the present local school unit of organization in Lincoln county. Formulates a plan for the reorganization of the school districts. Shows the need for centralization as Lincoln county has more one and two-room rural schools than any other county in the state.

2701. Dial, J. H. A comparison of the county unit system in Utah with the district system in Oklahoma. Master's, 1937. Colo. St. Coll. of Ed.

2702. Engel, Charles William. An administrative survey of the school system of Lee county, Texas. Master's, 1937. Texas.

2703. Everett, Marie Ruth. Relative efficiency of rural schools in Kern county. Master's, 1937. Southern California.

2704. Foreman, Wendell Iver. An administrative survey and proposed plan for reorganization of the schools of Callahan county, Texas. Master's, 1937. Texas.

2705. Fugate, Ben F. A comparative analysis of achievement of one and two-or-more room schools of Cleveland county, Oklahoma. Master's, 1937. Oklahoma. 49 p. ms.

Finds that the children of the two-or-more room schools excelled in every case in which comparisons were made.

2706. Gardner, Thomas Gibson. Educational index number for Colorado counties. Master's, 1937. Denyer. 62 p. ms.

Attempts to determine the educational inequalities existing in the 63 county school systems in Colorado; to measure these inequalities, by studying the number of days schools were open; percent that average daily attendance is of enrollment; percent that enrollment is of total census figures—6 to 21 years; average teacher's salary; number of children per teacher who has a college degree; number of children per teacher who is trained to the extent of two year college level; total expenditure per child in average daily attendance; percent holdover between grade 8 and grade 9; percent of 1934 taxes collected as of April

1, 1935. Finds that wide deviations exist in the opportunities which the various counties offer to their students.

2707. Goettee, James Henry. Administrative survey of the public schools of Waller county, Texas. Master's, 1937. Texas.

2708. Gray, Zac Bruce. An educational survey and a proposed plan for reorganization of the schools of Real and Edwards counties. Master's, 1937. Texas.

2709. Greenlee, Mary Margaret. Availability and use of environmental materials in McDowell county, North Carolina. Master's, 1937. Peabody. 115 p. ms.

Finds that only a limited and superficial use is being made of the practically unlimited amount of environmental materials in the public schools. Offers suggestions for a wider use of these materials.

2710. Grigsby, Lloyd W. A comparison of transfer and non-transfer children in the high school of Spiro, Oklahoma. Master's, 1937. Oklahoma. 101 p. ms.

Compares the achievement records of 84 transfer and 81 non-transfer children. Finds that a larger percentage of transfer pupils are retarded than of the non-transfer pupils; the transfer pupils have poorer attendance records than the non-transfer; elimination from school is greater among the transfer pupils, and in 10 achievement tests the transfer pupils did poorer work in every test than the non-transfer pupils.

\*2711. Han, Shcu Esuan. A brief study of the school system in Fairfax county, Virginia. Master's, 1937. George Washington. 90 p. ms.

Studies the social and economic background of the county, the organization of the school system, school finance, supervision, the schools and their location, school population and age-grade distribution, the status, training and salaries of the teachers, consolidation and transportation, school property, and library service.

2712. Hanson, Willard Clinton. Survey of the school system in Walsh county, North Dakota. Master's, 1937. North Dakota.

2713. Hatfield, James Monroe. A historical and educational survey of Putnam county, Tennessee. Master's, 1937. Tennessee. 99 p. ms.

Finds that there is not sufficient cooperation between teachers and communities; that supervision of the teachers and their work is neglected; too many inexperienced teachers are employed; the schools are too much under political influence; a better system of ascertaining the probable income for maintenance of the schools should be devised; the county is in advance of other counties in its building program; and there are too many high schools in the county.

2714. Heskett, Dale D. A study of the public school system of Wyandot county. Master's, 1937. Ohio State. 95 p. ms.

2715. Hines, Ben Barnes. Present day education problems in Kaufman and VanZandt counties as of 1935-36. Master's, 1936. South. Methodist. (Abstract in: Southern Methodist university. Abstracts of theses, 1937: 12-13)

Compares the educational opportunities afforded the Mexican, the Negro and the white children of these two counties; school population and age-grade placement of pupils; school investment and equipment; teaching personnel; and transportation of pupils.

\*2716. Hogan, John J. A general survey of the school system in Foster county, North Dakota. Master's, 1937. North Dakota. 123 p. ms.

Describes Foster county, its population and transportation, the organization and administration of the schools, teachers and pupils, the financial situation of the county, cost of schools, income and debt, and compares its ability and effort to support schools with the ability and effort of other communities to support their schools.

2717. Holley, Tom. The educational status of the public schools in Karnes, Jim Wells, and Brooks counties of Texas. Master's, 1937. South. Methodist. 124 p. ms.

Presents a comparative study of the educational status in three Texas counties, studying per capita wealth, buildings, equipment, and enrollment, teacher training, salaries and tenure.

2718. Jahr, Armin G. The rural schools of Cascade county, Montana. Master's, 1937. Minnesota. 129 p. ms.

Studies the small high schools and rural, or third class school districts of Cascade county, and recommends the establishment of larger districts in the county and adoption of county planning.

2719. Justiss, Thomas Shelby. An administrative survey of the schools of Lamar county with a plan for their reorganization.. Master's, 1937. Texas.

2720. Kolden, Erling. School district organization in Kittson county, Minnesota. Master's, 1937. North Dakota.

2721. Kurtz, Pascal Stanley. A comparison of discipline problems in certain Orange county schools. Master's, 1937. Southern California.

2722. McEwen, Theodore R. The Logan county high school system: a survey. Master's, 1937. Colorado. (Abstract in: University of Colorado studies, 26: 84)

Surveys the 13 high schools comprising the county high school system of Logan county, Colorado. Finds that the number of secondary schools in the county should be decreased through consolidation; that emphasis should be shifted from the college preparatory courses and commercial courses toward those in agriculture and household arts; that the present salary schedule is unfavorable to the classroom teachers; that expenditures for maintenance have been cut to figures not in keeping with sound educational practices; and that a building program is an urgent necessity in several of the communities.

2723. McFeaters, R. C. The development of the grade schools of Crawford county, Kansas, which are supervised by the county superintendent. Master's, 1937. Kans. St. T. C., Pittsburg. 56 p. ms.

Traces the development of the county school system from 1858 to the present time.

2724. Nylin, Victor E. An evaluation of certain factors that influence the occupational choices of rural boys: a 10-year study. Doctor's, 1937. Minnesota. 222 p. ms.

Analyzes information gathered from 1,390 pupils in 61 Minnesota high schools where courses in agriculture were taught for the period 1925-1935. Gives detailed data as to the choices of occupations made by the individuals, together with the school training received, the number of changes in occupations, and the age at which changes of occupations were made. The relation of the parent's occupations to that of the sons was made through development of an occupational intelligence scale for agricultural occupations.

2725. Peavy, Stanley Hopkins. An administration survey and proposed plan for reorganization of the schools of Young county, Texas. Master's, 1937. Texas.

2726. Ray, Herman. An economic, educational and social survey of Franklin county. Master's, 1937. Tennessee. 144 p. ms.

Finds that agriculture is the most important occupation in Franklin county; however, progress is being made in several industries; educational progress is being made in the consolidation of schools, college-trained instructors, longer terms of school, better buildings and more equipment, and less illiteracy; rural people lack recreational facilities, and much interest is taken in making a living.

2727. Riddlebarger, Glenn Athol. The inequalities of educational opportunities of the Los Angeles county elementary schools. Master's, 1937. Southern California.

2728. Bieber, Bernice L. A study of occupations of parents and occupational choices of a selected group of children in a rural community. Master's, 1937. Temple. 61 p. ms.

2729. Eutenbeck, Obert H. Inventory of instructional materials in certain rural schools in Pottawattamie county, Iowa. Master's, 1937. Iowa.

2730. **Scott, Mrs. Della McAdams.** The application of some modern educational theories and practices in a rural school. Master's, 1937. East Texas St. T. C. 74 p. ms.

Finds that the children were happier while the *Our playhouse* activity program was being carried on; manifested more interest in school work; formed more desirable attitudes toward home and school life; grew in their ability to cooperate with other people; learned habits of courtesy; learned to talk more clearly and distinctly; learned essential health habits. The program was carried on at a small cost and could be carried on in a room in which there are two grades.

2731. **Smith, Marion B.** A sociological analysis of rural education in Louisiana. Doctor's, 1937. Louisiana.

2732. **Stout, Faun V.** The history and development of education in Wilbarger county from 1858 to 1937. Master's, 1937. South. Methodist. 80 p. ms.

2733. **Terry, Jesse E.** The organization, administration, and cost of education in Rockwall county. Master's, 1936. South. Methodist. (Abstract in: Southern Methodist university. Abstract of theses, 1937: 21)

Shows that Rockwall county has 19 administrative units which support 18 white and seven colored schools; that there are 33 white and eight colored teachers in the county; that the average daily attendance per teacher increases as the size of the school increases; that the cost of education per pupil enrolled decreases as the size of the school increases. Recommends that all school districts in the county be consolidated into one independent school district and all administrative power and control be vested in a superintendent of schools and a board of seven trustees.

2734. **Thutt, Raymond Ralph.** The development of the Ohio rural schools. Master's, 1937. Ohio State. 88 p. ms.

2735. **Washburn, Cary William.** An administrative survey and proposed reorganization of the schools in Trinity county, Texas. Master's, 1937. Texas.

2736. **Wheeler, Jesse Fielding.** An administrative survey of the schools of Mason county, Texas. Master's, 1937. Texas.

2737. **Wimbish, George Vardeman.** An administrative survey of the schools in Haskell county, Texas. Master's, 1937. Texas.

2738. **Younkman, Earl H.** The feasibility of the county school clerk in Ohio. Master's, 1937. Ohio State. 95 p. ms.

Attempts to determine the preparation of the county school clerks for their office, the procedures used in exercising the powers and performing the duties of the office, and the overhead and salaries attached to the office. Compares the rural school clerk with the county school business executive plan as reported by eight counties in the United States now using the plan. Indicates that the reorganization of rural education, on a county basis, under a competent superintendent would provide a beginning which would increase the efficiency of rural education many fold; that a single board of education, administering the educational policies of the entire county, would beget an economy comparable to that of urban school systems, and a county school clerk could administer the business functions of the entire county at a great financial saving.

#### CONSOLIDATION

2739. **Allie, Delbert Cecil.** Reorganization of the Boyd county schools. Master's, 1937. Kentucky. 178 p. ms.

Surveys the schools of Boyd county, emphasizing the distribution of school population, distribution and adequacy of the present school buildings, equipment and supplies, elementary and high-school enrollments and attendance, pupil progress, school costs, and training and experience of teachers. Points out the defects in the present system and presents a reorganization program providing for consolidation, transportation, building and repair.

2740. **Anderson, Thomas Emerson.** An administrative survey and proposed plan of reorganization for the schools in Fannin county, Texas. Master's, 1937. Texas.

2741. Baden, Carl A. A study of the proposed reorganization of the school districts in Miami county, Ohio. Master's, 1937. Ohio State. 118 p. ms.

2742. Banks, Robert Lee. A proposed reorganization program for the schools of Cherokee county, Texas. Master's, 1937. Texas.

2743. Brazil, Charles Lee. The reorganization of the public schools of Mitchell county, Texas. Master's, 1937. Texas.

2744. Bridwell, Francis Edgar. The consolidation of schools in Colorado. Master's 1937. Colorado. (Abstract in: University of Colorado studies, 25: 43)

Traces the development of the consolidated school movement in Colorado, and points out significant trends in the consolidated schools during the period from 1926 to 1935. Shows that the movement has had a measure of success; that there are 103 consolidations in accordance with the consolidation law of 1909; that there is need for further consolidation by means of some unit of administration, preferably the county unit; that the tendency has been for the consolidations to be small, uneconomical and lacking in financial resources.

2745. Bryson, David M. A plan for reorganizing Vinton county schools. Master's, 1937. Ohio Univ. 108 p. ms.

2746. Buckley, John Lagunn. A proposed plan of reorganization of the Washington county, Texas, public schools. Master's, 1937. Texas.

2747. Butler, Ernest C. Reorganization of the schools of Navarro county. Master's, 1936. South. Methodist. (Abstract in: Southern Methodist university. Abstracts of theses, 1937: 9)

Traces the development of education in Navarro county, studies the present status of the schools, and the cost of schools under the present system; compares the general and instructional costs of schools of different sizes. Attempt to determine the ability and effort of the various common and independent school districts to support their schools. Recommends the organization of the county, outside of Corsicana, into one school unit under the control of the county board, the division of the county into 10 administrative units for high school purposes, and the equalization of educational opportunities of all the children of the county.

2748. Caldwell, Nannie Rosa. An administrative survey and a proposed plan of reorganization for the public schools of Refugio county, Texas. Master's, 1937. Texas.

2749. Carlson, Arthur E. A survey of the rural schools of Le Sueur county, Minnesota, with special consideration of the possibilities of organization of large districts to help eliminate inequalities of opportunity. Master's, 1937. Minnesota. 156 p. ms.

Presents a picture of existing conditions in Le Sueur county and suggests the use of seven large districts to replace the present 93 common and seven independent districts in the county.

2750. Carpenter, George E. The reorganization of Roscommon county school system. Master's, 1937. Michigan.

2751. Coffey, John Ernest. A proposed plan for the reorganization of the schools of Creek county, Oklahoma. Master's, 1937. Okla. A. & M. Coll.

Investigates the inequalities and defects of the present county system of public schools and proposes the adoption of a plan which will be more efficient and economical.

\*2752. Coffindaffer, Wade H. A proposed plan for the reorganization of public schools in Section 3, Harrison county, West Virginia. Master's, 1937. West Virginia. 71 p. ms.

Presents a plan for the consolidation of the schools in this section of West Virginia, giving the number and location of proposed elementary, junior and senior high schools, as an aid to the equalization of educational opportunity for the children of Harrison county.

2753. Coughlin, Thomas Francis. A survey for the purpose of consolidating the schools of Belchertown. Master's, 1937. Mass. St. Coll. 82 p. ms.

2754. Culpepper, S. B. Survey of consolidated schools of Comanche county, Texas. Master's, 1937. Baylor. 81 p. ms.

2755. Dannels, Hugh Laughlin. Reorganization of local school units in Riverside county, California. Master's, 1937. Southern California.

2756. Dean, C. D. A survey of the Lost Springs, Ramona, and Tampa, Kansas rural high school districts with a view to consolidation. Master's, 1937. Kansas St. T. C., Emporia. 58 p. ms.

2757. Evans, Alfred L. A study of the operation of the cooperative school area of Kansas. Master's, 1937. Nebraska. 100 p. ms.

Finds that since the cooperative school area law was passed in 1932 the one room schools in Kansas have been consolidating at the rate of about 160 schools a year; that expenditures have been reduced on an average of 8.6 percent even during a period of rising prices; that through consolidation more than half of the pupils have been attending schools of nine months terms instead of eight months; that the teachers in the cooperative areas have more experience and more college training than the teachers in the one teacher rural schools before consolidation; and that the people of the community, teachers, and administrators are almost unanimously in favor of the cooperative plan where it is in action.

2758. Ferguson, Ira Floyd. A plan of consolidation of the schools of Burleson county. Master's, 1937. Texas.

2759. Freeman, Orren Thomas. A proposed plan of reorganization for the public schools of Wichita county, Texas. Master's, 1937. Texas.

2760. Gay, Rex B. A plan for redistricting Rock county for educational purposes. Master's, 1937. Nebraska. 55 p. ms.

Finds that wealth of the school district varied greatly; that most of the teachers were inadequately trained, and that their salaries were not high enough to enable them to continue their preparation; that the school buildings were inadequate in equipment. Recommends the consolidation of many of the schools in the county.

2761. Griffin, Leslie Thomas. A survey and proposed plan of reorganization for the schools of Brown county, Texas. Master's, 1937. Texas.

2762. Hayes, John M. A plan of school district reorganization for Marshall county, Iowa. Master's, 1937. Iowa.

2763. Hebel, Peter Lafayette. Consolidation of schools. Master's, 1937. South. Methodist. 104 p. ms.

2764. Helwick, M. B. The reorganization of the Tuscarawas county schools. Master's, 1937. Ohio State. 120 p. ms.

2765. Howard, B. A. A plan for reorganizing the public schools of Beckham county, Oklahoma. Master's, 1937. Oklahoma. 145 p. ms.

Shows that larger school units would be more economical financially, and more efficient educationally.

2766. Johnson, Morris Lee. Possibilities through the reclassification of the common schools of Hunt and Delta counties. Master's, 1936. South. Methodist. (Abstract in: Southern Methodist university. Abstracts of theses, 1937: 13-14)

\*2767. Johnston, Frank K. Proposed plan for consolidation of the public schools in Pocahontas county. Master's, 1936. West Virginia. 102 p. ms.

Presents a statement of the natural, industrial and educational conditions of Pocahontas county that affect school reorganization. Presents plans for the reorganization of school centers, the location and size of schools, and the kind of school to be maintained at each center in order to equalize educational opportunity for the children of Pocahontas county.

- \*2768. Lawrence, Bertram Isaac. Some fundamental considerations concerning reorganizing school units in Missouri. Doctor's, 1935. Missouri. Columbia University of Missouri, 1935. 75 p.
- Discusses the constituents of a satisfactory school unit, facts concerning present inequalities in Missouri schools, and the school administrative unit in the United States with special reference to Missouri.
2769. McCrary, Ralph. A proposed plan for the consolidation of eight rural school districts with District no. 69 at Moran, Kansas. Master's, 1937. Kans. St. T. C., Pittsburg. 41 p. ms.
- Shows how educational opportunities would be equalized and extended under a plan of consolidation involving the transportation of approximately 150 rural pupils to the central school.
2770. McGlasson, Robert Justison. A study of the dependent school districts of Kay county and a suggested reorganization for more efficient and economic administration. Master's, 1937. Okla. A. & M. Coll.
- Deals primarily with the existing unequal educational opportunities and operating costs of the dependent school districts of Kay county and permits plans of reorganization to remedy these conditions.
2771. Masterson, H. Byron. A study of Missouri school redistricting under the legislation of 1931. Master's, 1937. Iowa.
2772. Menninga, Fred T. The history and present status of the consolidated school in South Dakota. Master's, 1937. South Dakota. 69 p. ms.
2773. Morris, William Otho. A proposed plan of reorganization of the public schools of Brazoria county, Texas. Master's, 1937. Texas.
2774. Nelson, Charles L. The rural consolidated high schools of Greer county, Oklahoma. Master's, 1937. Okla. A. & M. Coll.
- Studies 15 rural consolidated schools of Greer county, Oklahoma, over a period of 15 years, to determine the work of the consolidated schools in terms of the organization and curriculum, the product of these schools in terms of the high school graduates, and the financing of these schools according to ability, effort, and total cost, in comparison with an independent district of the same county.
2775. Noble, Matt Eldon. Reorganization of school districts in McCulloch county, Texas. Master's, 1937. Texas.
2776. Phillips, Eddie Odell. An administration survey and proposed reorganization of the school in Wise county, Texas. Master's, 1937. Texas.
2777. Pontious, Forrest K. A proposed plan for organization of a joint rural high school to include Walnut, Kansas. Master's, 1937. Kans. St. T. C., Pittsburg. 46 p. ms.
- Presents a plan whereby adequate high school facilities may be provided for the territory contiguous to the small city of Walnut.
2778. Reno, Ramon. A proposed plan for consolidating schools in Delaware county. Master's, 1937. Okla. A. & M. Coll.
- Determines the financial status of all districts in the county; checks the condition of all school buildings; determines the possibilities of transporting students by motor bus, and calculates the added expenses and the total expenses which would be incurred by consolidation.
2779. Russell, Ted. A proposed plan for the consolidation of the schools of Lane county, Oregon. Master's, 1937. Oregon.
2780. Tanruther, Edgar M. A program of district reorganization for the public schools of four adjoining counties in Iowa. Doctor's, 1937. Iowa.

(Abstract in: University of Iowa. Series on aims and progress of research, no. 52)

Analyzes the present system of education in Benton, Iowa, Johnson, and Linn counties in Iowa, and proposes a plan for the reorganization of the schools in this area. Recommends the closing of one-room rural schools, and concentrating the pupils in selected centers for instructional purposes. Finds that the proposed reorganization would increase the cost of maintaining the schools by varying amounts, and would make possible a more complete educational program.

2781. Teets, Elmer M. A proposed reorganization of the school districts of Madison county, Ohio. Master's, 1937. Cincinnati. 130 p. ms.

Analyzes population trends, school enrollment, distribution of pupils according to residence, finance, school plant, and transportation as factors basic to a reduction of the number of school districts within the county.

2782. Thomasson, Jesse Hugh. A school consolidation program for Prowers county, Colorado. Master's, 1937. Denver. 109 p. ms.

2783. Tipton, Arthur Taylor. Reorganization of public education in Lee county, Kentucky. Master's 1937. Kentucky. 168 p. ms.

Surreys the schools of Lee county, Kentucky, including population, wealth, topography of the country, the condition of roads, the type and location of districts and attendance units, the condition of school plants, type of school organization and the experience qualifications and salaries of teachers. Recommends an immediate and long-term program designed to eliminate some of the inequalities resulting from the present organization.

2784. Vestal, Clifford N. Attitude toward consolidation after 18 years—a case study. Master's, 1937. Iowa.

2785. Watson, Melvin Miley. An educational survey of Bastrop county, Texas, with plans for the reorganization of its schools. Master's, 1937. Texas.

2786. West, Edward Hendrix. An administrative survey and proposed plan of reorganization for the schools of Comal county. Master's, 1937. Texas.

2787. Wolz, Louis Lorraine. A study of school consolidation trends in Idaho and a possible consolidation of advantage within the Bonneville county unit. Master's, 1937. Utah.

2788. Zimmerman, Theodore Oscar. Possibilities of consolidation in the schools of LaSalle county, Illinois. Master's, 1937. Chicago. 92 p. ms.

#### TRANSPORTATION

2789. Atkins, Elmer L. A study of the transportation set-up in District 5, Texas. Master's, 1936. North Texas St. T. C. 64 p. ms.

Presents a historical sketch of school consolidation in Texas, followed by a comparative study of transportation set-ups in the schools of District 5, Texas. Finds that the per capita cost for transportation decreases as the number of students transported increases, that loads of less than 30 students are more expensive per capita than loads of more than 30 students; that the school owned bus can be operated more economically than the contract bus when the loads are more than 30 pupils; that bus supplies in proportion to the number of pupils transported are practically the same for all buses; that the make and type of bus is of little significance, except that depreciation cost of all steel body buses is less than for other types.

2790. Baird, B. C. Liability of boards of education for pupil transportation accidents. Master's, 1937. Colo. St. Coll. of Ed.

2791. Eaker, Jesse Fred. A comparison of the cost of pupil transportation in the schools of Oklahoma. Master's, 1937. Colorado. (Abstract in: University of Colorado studies, 25: 60).

Compares transportation by contract, and transportation by district owned and operated buses. Indicates that the districts which own and operate their buses traverse longer

bus routes and haul a greater number of pupils per bus than districts contracting for transportation with individuals.

2792. Ford, Luther. Pupil transportation in a sparsely populated Minnesota school district. Master's, 1937. Southern California.

2793. Hellum, Boyd J. The history of the automobile and its contribution to the enrichment of the school curriculum. Master's, 1937. Detroit. 134 p. ms.

Presents a brief history of transportation to show the development of the automobile, shows the results of this development in social changes, the educational work being done in the Detroit public schools in this field, the needs arising and the treatment of these needs in the schools of the future.

2794. Herbert, Otto Ernest. Transportation in Polk county. Master's, 1937. Wisconsin.

2795. Hooper, Herschel V. A study of pupil transportation in the Union high schools of Arizona. Master's, 1936. Stanford.

2796. Johnson, Jewell F. A case study of pupil transportation costs in consolidated school districts owning their own equipment. Master's, 1937. Iowa.

2797. McDonald, Vernon C. A survey of school bus insurance in the state of Washington. Master's, 1936. Washington. 46 p. ms.

Studies 418 of the 1,270 school buses operated in the state of Washington in the year 1933-34. Finds that average insurance costs were \$61.52 per bus and the claims paid out by the insurance companies averaged \$2.89 per bus.

2798. McMullan, William Tarply. A descriptive study of pupil transportation to Beulah-Hubbard school, Newton county, Mississippi. Master's, 1937. Alabama. 89 p. ms.

2799. Porter, Ernest T. Comparative study of school transportation in two northwest Texas counties. Master's, 1937. Peabody. 88 p. ms.

Compares the cost, types of equipment, methods of contracting, and roads in the oil and non-oil districts. Finds that cost per pupil in the oil districts was less than the cost per pupil in the non-oil districts; that the equipment in the oil districts was better, and the buses in the oil districts were nearly all owned by the schools, while in the non-oil districts the buses were privately owned.

2800. Richards, James Prioleau, jr. A comparison of three systems of pupil transportation as found in Lancaster and Colleton counties of South Carolina. Master's, 1937. South Carolina. 44 p. ms.

Compares three systems of bus ownership and control.

2801. Roos, Albert F. Practices and problems of transportation in Nebraska consolidated schools. Master's, 1937. Nebraska. 129 p. ms.

Studies the problems and policies of transportation in 69 consolidated schools of Nebraska.

2802. Syms, G. A. The administration of school transportation in the Texas Panhandle. Master's, 1937. Colo. St. Coll. of Ed.

2803. Upton, Rolland H. A study of pupil transportation costs and policies in Orange county schools. Master's, 1937. Southern California.

#### SUPERVISION AND SUPERVISORS

\*2804. Austin, John Greene. The trends of the county school superintendency in Alabama: 1890-1930. Doctor's, 1936. Peabody. Nashville, George Peabody college for teachers, 1936. 8 p. (Abstract of Contribution to education, no. 176)

Studies the previous occupation, training, salary and residence of county superintendents; methods of selecting them; salary, tenure of office, training while in office, time devoted to official work, other work combined with the position, and other incomes while in office; occupations and salaries to which county superintendents went at the expiration of their term in office; trends of the laws affecting county superintendents.

2805. Baker, Harry. The relation of the superintendent of schools and boards of education. Master's, 1937. Ohio Univ. 121 p. ms.

2806. Bennett, Fred Augustus. The development of the supervisory district in New York state. Master's, 1937. Cornell. 144 p. ms.

Discusses the beginnings of education in New York state, the law of 1795, functions of town commissioners, the school laws of 1812 and 1814, the functions of the intermediate supervisory officers, difficulties with a lay board, laws of 1841 and 1843, functions of the county superintendent and controversy over the office, creation of the town superintendent and his functions, need for improved supervision, the law of 1856, functions of the school commissioner and the effects of the commissioner'ship, the lack of professional supervision, the law of 1910, functions of the district superintendent, and the trend in rural supervision as to territory to be covered, qualifications for the office, division of responsibility, political affiliations, and functions to be exercised.

2807. Creach, Lawrence T. The training and certification of school superintendents. Master's, 1937. Kans. St. T. C., Pittsburg. 55 p. ms.

Surveys the practice and trends in the training and certification of superintendents and suggests a plan for the certification of superintendents for the state of Kansas.

2808. Crowgey, John Howard. Trends in state requirements for county and city school superintendents. Master's, 1937. Peabody. 75 p. ms.

Studies trends in qualification requirements for county and city school superintendents in 20 selected states from 1886-1936. Shows a trend toward an increased number of requirements and toward higher educational requirements, by state law, for city and county superintendents; for an increased number of states to establish qualification requirements by state board of education regulations, and for these requirements to include professional training in supervision and school administration. Shows that selected states do not require educational qualifications to the extent advocated by authorities in the field of school administration; and that states in which county and city school superintendents are appointed require higher educational qualifications than do those states in which these officials are elected by popular vote.

2809. Doran, James L. The status of the county superintendent of schools in certain representative counties of Ohio. Master's, 1937. Colorado. (Abstract in: University of Colorado studies, 25: 58)

Analyses data on the legal, personal, educational, economic, cultural, and professional status of county superintendents as shown by the replies to a questionnaire returned by 58 superintendents.

2810. Egan, Rev. Richard. Diocesan supervision of schools in the Diocese of Davenport, Iowa. Master's, 1937. Catholic Univ. 81 p. ms.

Centers about the supervisory phase of the diocesan school organization, and includes a consideration of the supervisory functions within and without the school system, the status of the diocesan superintendent, courses of study, textbooks, teacher certification and training.

2811. Eicher, James E. The personal and educational qualifications of school superintendents of Pennsylvania. Doctor's, 1937. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 13: 122-26)

Analyses replies to a questionnaire sent to 480 supervising officials in Pennsylvania. Finds that the professional training of the superintendents has been inadequate; that the requirements for supervisory commissions should be revised; that they should write more frequently on educational problems; that they should assume positions in community leadership; that boards of education should consider the whole man in selecting a superintendent; that age and size are irrelevant factors; that the decisive factors should be training, service, personality, and educational leadership.

2812. Floto, William H. The plan and operation of a program of supervision for the improvement of teaching in certain fourth class school districts of Indiana county, Pennsylvania. Doctor's, 1937. Pittsburgh. (Abstract in: Uni-

versity of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 13: 141-47)

Surveys phases of teaching in the school districts cooperating in the study; presents a supervisory program in which six designated schools held group conferences each month at which many phases of the learning exercises, learning activities, and classroom management were discussed. Recommends the use of visitation and individual conferences, bulletins and correspondence, and self-appraisal check lists; learning exercises for teachers, and direct requests to teachers as auxiliary supervisory agencies. Evaluates the supervisory program by comparing the work at the end of the year with the survey made before recommending the supervisory program; and by replies to a questionnaire sent to the teachers who had cooperated in the study. Indicates that improvement in teaching resulted from the administration of the plan.

2813. Glaeser, Paul John. Trends in the professional training of county superintendents of schools in Illinois from 1929 to 1935. Master's, 1937. Washington Univ. 51 p. ms.

2814. Greenawalt, E. G. School board specifications for city superintendents of schools. Doctor's, 1937. Penn. State.

Analyzes replies to a questionnaire containing 36 items on the qualifications of candidates for city superintendencies, as valued by members of school boards.

2815. Griewe, Cyrus Sampson. The relation of the superintendent to the school board in the consolidated schools of Iowa. Master's, 1937. Colorado. (Abstract in: University of Colorado studies, 25: 66)

Analyzes replies to a questionnaire received from 340 of the 388 superintendents of Iowa, to determine the relation of the superintendent to the board meeting, the qualifications of the superintendent, the powers delegated to the superintendent by the board, the understanding of policies by board and superintendent, and the board's conformance to ethical principles. Finds it desirable for school boards to follow approved standards in conducting board meetings; to determine the proper duties to be delegated to the superintendent, giving him authority and holding him responsible for the results; to discuss proposed policies in the light of definite objective evidence and provide the legislation necessary to secure efficient results; and to prepare and adopt, with the aid of the superintendent, a code of ethics.

2816. Griffith, Viola. An attempt to determine the effectiveness and extent that a definite plan of supervision and in-service training of teachers is beneficial to rural schools. Master's, 1937. Okla. A. & M. Coll.

Studies all of the white, dependent, elementary schools in Okfuskee county. Concludes that supervision for rural schools is of practical value, and can be administered, to some extent, by a county superintendent.

2817. Haynie, Paul D. School administration as a career. Master's, 1937. Nebraska. 57 p. ms.

Indicates that regardless of the insecurity of tenure and inadequate provisions for old age, there is a future in school administration as a life career; that the opportunity to work with and guide youth brings a sense of remuneration to the school administrator.

2818. Herndon, Miriam Jones. The evolution of supervision in the public schools of the District of Columbia. Master's, 1937. George Washington. 80 p. ms.

Traces the supervisory functions and activities of the public schools in the District of Columbia from 1804 to 1935.

2819. Hobbs, Edwin George. Trends in the statutory powers and duties of city school superintendents. Master's, 1936. New Mexico. 66 p. ms.

2820. Hope, Roy E. Recommended qualifications for Florida county superintendents. Master's, 1937. Peabody. 66 p. ms.

2821. **McCarty, Tommy.** The status of the county superintendent in Arizona. Master's, 1937. Colo. St. Coll. of Ed.

2822. **Miller, Broward.** The academic and professional qualifications of the county superintendents of Florida. Master's, 1937. Florida.

2823. **Miller, John Eldred.** Relation of board of education regulations to statutory provisions governing the powers and duties of city superintendents of schools. Master's, 1936. Stanford.

2824. **Morgan, Frank H.** Functions of the city superintendent of schools. Master's, 1937. East Texas St. T. C. 123 p. ms.

2825. **Morgan, Grace Vernetta.** The school and supervision. Master's, 1936. Columbia.

2826. **Mortimer, Paul M.** Some proposed and statutory personnel requirements for state superintendents. Master's, 1937. Peabody. 128 p. ms.

Finds that of the 61 different powers and duties listed by statute, 14 were considered necessary by educators.

2827. **Nichols, Reuben Edward.** Functional time allotment of small system school superintendents. Master's, 1937. Peabody. 78 p. ms.

Studies the time allotment of superintendents of Missouri school systems, having teaching staffs of from 10 to 35. Finds that the superintendents are distributing their time among the various functions very well, as compared with findings of other studies in the same field, but that as compared with the standards advocated by authorities in the field, Missouri superintendents of small systems devote too much time to teaching, to community leadership, to professional study and growth, and not enough time to supervision, and about the proper amount of time to clerical work and to administration.

2828. **Ogle, A. F.** Rural school supervision. Doctor's, 1937. Colo. St. Coll. of Ed.

2829. **Oliver, W. A.** The training and certification of city superintendents of schools. Master's, 1937. Oregon.

2830. **Petree, Elmer.** Handbook of information for the office of an Oklahoma county superintendent. Master's, 1937. Okla. A. & M. Coll.

Develops a handbook of information of value to county superintendents of Oklahoma. Arranges events of the year chronologically for the guidance of new superintendents.

2831. **Shepart, Lloyd A.** The superintendent's work schedule. Master's, 1937. Nebraska. 87 p. ms.

Indicates that most superintendents consider school administration a series of routine tasks; that they have little or no organization; and that the time given them and the emphasis placed on them is without direct relationship to their educational value; that every superintendent should make a schedule to fit his own system, tasks and functions, and follow it. Gives principles for making and using such schedules, and a sample schedule.

2832. **Smith, Clarence E.** Socially creative leadership as illustrated by studies in theory and practice in the administration of a rural supervisory district. Doctor's, 1937. Buffalo.

2833. **Sullivan, Hays, jr.** A plan for regional supervision of the rural schools in Arkansas. Master's, 1937. Arkansas. 105 p. ms.

2834. **Watson, Clarence Joseph.** State certification of public school administrators and supervisors. Master's, 1937. Texas.

2835. **Webb, M. W.** The legal status of the Illinois county superintendent of schools. Master's, 1937. Washington Univ. 284 p. ms.

## PRINCIPALS

\*2836. Bonar, Ross. The status of the secondary school principal of West Virginia during the school year 1935-36. Master's, 1937. West Virginia. 194 p. ms.

Attempts to determine how well qualified the principal is for his job, and the opportunities accorded him for exercise of his professional responsibilities, based on replies to a questionnaire received from 203 principals of first class high and approved junior high schools. Indicates that improvement in their qualifications has been rapid in recent years; and that in many administrative and supervisory matters the principal's status is not clearly defined, but depends largely on the attitude of the county boards of education and the county superintendents.

2837. Bowles, Delbert Richard. A comparison of the qualifications and salaries of elementary and high school principals in Texas in 1936-7. Master's, 1937. Texas.

2838. Bussard, Robert Earl. How principals meet the problems of beginning teachers in Texas. Master's, 1937. Peabody. 125 p. ms.

Analyzes replies to a questionnaire sent to 150 principals and 150 beginning teachers in Texas. Finds that beginning teachers and principals often recognize the same problems and difficulties in a teaching situation; that the teachers are frequently unaware of the help their principal is giving them; that principals have contributed little to any specific teaching success of the beginning teacher; and that the majority of the principals in this study have no definite plans for supervising the beginning teacher.

2839. Cate, James Dwight. The status of rural elementary school principals in California. Master's, 1937. Southern California.

2840. Clarke, Roy English. Factors affecting the high school principal's supervisory activities in the state of Tennessee. Master's, 1937. Tennessee. 120 p. ms.

Analyzes data obtained from questionnaires received from 80 Tennessee high school principals distributed over the entire state, on the activities which have direct effect on the supervisory functions carried on within the high school.

2841. Delavan, Paul T. The status of principals in the standard public high schools of Florida. Master's, 1937. Florida.

2842. England, Homer Carlton. The principal-coach combination in small Texas high schools. Master's, 1937. Peabody. 71 p. ms.

Studies the principalship in small high schools of Texas where the principal is also coach. Finds that administrative duties tend to increase with growth in the size of the school; that the dual position exerts a favorable influence towards solving all types of discipline problems sent to the principal; that 96 percent of the principals have teaching duties in addition to coaching; and that from the standpoint of the time required to efficiently perform the varied duties, the dual position is unsatisfactory.

2843. Grundy, Mary Elizabeth. Supervision by elementary principals in Oklahoma. Master's, 1937. Oklahoma. 64 p. ms.

Finds an apparent lack of classroom supervision.

2844. Herstick, John. The turnover of principals in the rural accredited high schools of Virginia. Master's, 1937. Virginia. 266 p. ms. (Abstract in: University of Virginia. Secondary education in Virginia, no. 24: 72-74)

Studies the turnover of principals in the rural accredited high schools of Virginia from 1928-29 through 1935-36, based on 344 replies to a questionnaire sent to 500 principals, and on state superintendents' reports, bulletins published by the Virginia state board of education, and mimeographed forms furnished by the state department of education. Shows that the number of turnovers varies inversely with the salaries of the principals, and with the size of the high school; that women principals do not change as often as men principals and that they teach for less money; that the range of salary paid to principals varies from \$500 to \$3,300 per annum, with the medial salary \$1,693.

\*2845. Hill, Floyd C. A study of the duties performed by the elementary school principals of Washington county, Pennsylvania, based on teaching load. Master's, 1937. Penn. State. 100 p. ms.

Analyzes replies to a questionnaire sent to the principal of every elementary school employing six or more teachers, in Washington county, to determine the way the principals spent their time; and compares the duties of the principals of different sized schools. Finds that the majority of the elementary school principals are teaching principals; that the average length of the school day is 7½ hours, and that the teaching principal teaches approximately 65 percent of his time; that no teaching principal was able to do all of the teaching assigned to him; that the principal of the smaller school used 54 percent of his time for teaching, while the principal of the larger school used 29 percent of his time in teaching; that supervision and clerical work are apt to be neglected when the teaching load is heavy; that the non-teaching principal has more nearly reached the ideal standard than any other group; some principals substitute in the absence of the regular teacher.

\*2846. Maaske, Roben J. The status of the elementary school principal. Master's, 1936. Oregon. [Salem, Oregon state department of public instruction, 1937] 72 p.

2847. McCallum, William J. A study of the principals in Texas secondary schools having an enrollment of 250 or more. Master's, 1936. North Texas St. T. C. 61 p. ms.

Studies the preparation, tenure, experience, salary, and clerical assistance of high school principals in Texas. Finds that the median high school principal of Texas is a man who holds a master's degree conferred by a Texas institution and has had 25 hours of professional training, with 15 years experience in four different positions, receives an annual salary of \$2,000 and has clerical assistance.

2848. Merrill, Foster Cluff. The community and professional relationships of the elementary school principal. Master's, 1936. Stanford.

2849. Momany, T. M. The principalship and the small high school in Michigan. Master's, 1937. Colo. St. Coll. of Ed.

2850. Olsen, Otto H. What the new principal looks for when he studies his job. Doctor's, 1937. Wisconsin.

2851. Pryor, Guy C. The principal as supervisor in the high schools of Texas. Master's, 1936. South. Methodist. (Abstract in: Southern Methodist university. Abstracts of theses, 1937: 17-18)

Studies the supervisory work of a representative number of the high school principals of Texas, and compares these practices with the opinions of Texas educational specialists. Recommends that superintendents delegate definite supervisory duties to the high school principal; that the principals reorganize their work so as to devote half their time to supervision; that supervisory officers, administrators and teachers cooperate; and that all principals should be technically trained and competent to carry on a worthwhile supervisory program.

2852. Putnam, Phil H. The present status of the practice of rating elementary school principals. Master's, 1937. Oregon.

2853. Saunders, Charles Perry. The relation of the school principal to officials in the central administration office in Chicago. Master's 1937. Chicago. 114 p. ms.

2854. Spahr, W. I. The turnover of principals in the accredited county high schools of Tennessee. Master's, 1937. Virginia. 312 p. ms.

2855. Wallace, Ethel Lee. A principal's supervisory program to improve the teaching of comprehension in an elementary school. Master's 1937. Pittsburgh.

(Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 13: 407)

Analyzes teachers' training and experience, time devoted to comprehension, tests, text-books and devices; plans remedial work for each grade; reduces the amount of oral reading; stresses vocabulary building; keeps careful record of progress; gives individual work to slow readers; carries out a careful testing program in all content subjects. Finds that a well planned supervisory program, by a principal who teaches full time, may improve his teachers' efficiency, and himself as a supervisor.

## SCHOOL MANAGEMENT

### ATTENDANCE AND CHILD ACCOUNTING

2856. Brazelton, Calanthe Miriam. Case studies of high school girls whose absences exceed the average absence for the girls of the school. Master's, 1937. Southern California.

2857. Brown, Lowell C. Attendance in selected consolidated districts of Oklahoma. Master's, 1937. Oklahoma. 141 p. ms.

Studies attendance records in the schools of 12 consolidated districts for three years before consolidation and for three years after consolidation. Finds that there were no gains in enumeration and in total enrollment during consolidation; that average daily attendance in the first eight grades showed a gain of 10.1 percent during the three years of consolidation as compared with the three years of non-consolidation; and that average daily attendance of the high school showed a gain of 104.8 percent during the three years of consolidation as compared with the three years of non-consolidation.

2858. Brown, Otis Foreman. Attendance statistics in rural Kentucky. Master's, 1937. Kentucky. 34 p. ms.

Attempts to show the causes of absence in Kentucky and the part the attendance officer has played in securing better attendance in Kentucky.

2859. Commander, Rosa Augusta. Attendance and progress factors in test norms. Master's, 1937. Southwest Texas St. T. C. 55 p. ms.

Studies attendance and progress factors in test norms in Texas. Finds that attendance and progress factors affect test norms to the extent that they should be considered in norming tests; that school systems with high attendance records have low retardation records; and that most schools have a much lower percentage of students in average daily attendance than a system based on the ideal of universal education should allow.

2860. Cummins, John Francis. Educational trend in New Mexico public schools from 1899-1900 to 1920-30, inclusive, as measured by pupil attendance and length of school term. Master's, 1937. New Mexico. 80 p. ms.

2861. Eddy, Paul Landon. State use of the school census. Master's, 1937. Peabody. 101 p. ms.

Analyzes state school census forms and procedures, problems, and trends from information received from 46 state departments of education, and the District of Columbia. Shows a trend toward a school census for social service including rehabilitation, child employment, research, vital statistics; that the greatest handicap is the use of untrained, irresponsible enumerators, or teachers receiving no remuneration.

2862. Fenn, Sidney Morgan. Attendance regulations and problems of the modern high school. Master's, 1937. Ohio State. 80 p. ms.

2863. Gevers, Carl M. A study of the child accounting practices of the Chattanooga public schools. Master's, 1937. Wisconsin.

2864. Hayes, Frederick A. A survey of attendance, discipline, and retardation of pupils in the grades corresponding to junior high school. Master's, 1937. Ind. St. T. C. 73 p. ms. (Abstract in: Teachers college journal, 8: 84-85, July 1937)

Attempts to determine the number of cases of failure in the Clinton junior high school, the causes of these failures, whether or not the teachers realize the factors behind each child's

failure, and how well the teachers' reasons for pupil failures coincide with actual conditions discovered through case study and home investigation of 140 pupils who failed in one or more subjects for a six weeks' period of the semester studied. Finds that teachers could not distinguish between disinterestedness caused by boredom from disinterestedness caused by lack of proper food or by improper home conditions; that poverty was found to be the fundamental evil underlying the majority of case studies, with 92 children in need of the necessities of life.

2865. Hopper, Loyd Erwin. A study to determine the methods and procedures of state departments of education in the organization and administration of compulsory school attendance. Master's, 1937. Southern California.

2866. Hough, Chapman E. Relation of attendance to achievement in a small school system. Master's, 1937. Oklahoma. 118 p. ms.

Administers standardized tests in four subjects to 160 elementary and 120 high school pupils. Compares results in the tests with records of attendance. Find that the pupils who attended regularly consistently made better grades.

2867. Johnson, Lloyd. Causes of public school absence in Red River parish, Louisiana. Master's, 1937. Peabody. 75 p. ms.

Presents a detailed study of causes of absence in all grades of the public schools of Red River parish in the first semester of the year 1936-37. Finds that most absences were caused by illness and work at home; that 2.9 percent of the 2,188 pupils studied did not enroll due to work at home, overage employment, pupil neglect, dislike of teacher or principal, or parental neglect; that there are fewer absences on Thursday, and more absences on Friday than on any other day of the week.

2868. Knight, N. T. The relation of attendance to school success. Master's, 1937. Tennessee. 62 p. ms.

Attempts to ascertain the degree of relationship between attendance and mental age, educational age, reading age, arithmetic age, and accrued mental age in elementary school, grades 1 to 8, Poland, Ohio.

2869. Leitch, Dana Temple. Factors causing irregular school attendance among poor white families in Lynn Haven, Florida. Master's, 1937. Florida.

2870. Little, Forrest Varner. A comparative study of the causes of pupil absence by grades, of variability of absence, and of causes of absence for the Los Angeles city schools for May, 1935, and for November, 1936. Master's, 1937. Southern California.

2871. McGahey, Lillian. Relation between attendance and achievement in high school mathematics. Master's, 1937. Peabody. 28 p. ms.

Compares attendance records and achievement in ninth-grade algebra, and tenth-grade geometry classes in Miami Edison high school. Indicates that the pupils who attend school more regularly make better scores in both algebra and geometry than do those with many absences.

2872. Nevins, John C. The attendance and classification of the children in the public schools of Texas county, Oklahoma. Master's, 1937. Oklahoma. 85 p. ms.

Investigates the progress as related to the attendance of 2,415 pupils of Texas county. Finds that the children who attend the greatest number of days have the best progress classification. Promoted pupils attended an average of 150 days per year, and non-promoted pupils attended an average of 139 days.

2873. Redd, V. Bryan. Causes of absence in the public schools of Fairfield county, Ohio. Master's, 1937. Ohio State. 68 p. ms.

Analyzes the causes of absence, and the monetary loss to the schools for each of the 44 causes of absence in each school of the county. Recommends that a better health program be established in the county schools, that attendance laws be enforced, and that a school program be provided which is adapted to the child.

2874. Reed, Albert J. A study of school attendance, its administration and status. Master's, 1937. Kansas.

2875. Smith, Walter B. Classification and attendance of the public school children of Pottawatomie county, Oklahoma. Master's, 1937. Oklahoma. 105 p. ms.

Investigate the relations between the classification and the attendance of 2,442 rural children and 853 children in centralized schools. Finds that in both groups attendance is directly and positively related to progress.

2876. Tanner, Henry Bernard. Predictive value of certain criteria used to classify school children in Salt Lake City, Utah. Master's, 1937. Utah.

2877. Williamson, H. D. A comparison of health and school attendance in the Knox county schools. Master's, 1936. Ind. St. T. C. 44 p. ms. (Abstract in: Teachers college journal, 8: 87, July 1937)

Attempts to determine whether there is any comparison between health and school attendance in Knox county public schools, and to show the comparative attendance of pupils enrolled in a school with an attendance officer and without one. Studies health and school attendance records of 1,200 pupils in the Knox county, Vincennes and Bicknell city schools. Finds that the average daily attendance in the Vincennes schools, having an attendance officer, is superior to the average daily attendance in the Knox county schools which have no attendance officer.

2878. Wilson, H. E. The relation of attendance to the progress of the public school children in Alfalfa county, Oklahoma. Master's, 1937. Oklahoma. 95 p. ms.

Studies the records of about 2,000 elementary children as to the relation of their attendance to their progress. Finds a positive relation between attendance and progress.

#### CLASS SIZE

2879. Nash, Charles R. The effect of class size upon pupil achievement in written composition in three low ability groups in the Frankford high school Philadelphia, Pa. Master's, 1937. Temple. 92 p. ms.

#### CLASSIFICATION AND PROMOTION

\*2880. Akridge, Garth H. Pupil progress policies and practices. Doctor's, 1936. T. C., Col. Univ. New York, Teachers college, Columbia university, 1937. 77 p. (Contributions to education, no. 691)

2881. Belote, May. Points of tension in church school grading. Master's, 1937. Presbyterian College. 106 p. ms.

Studies the issues and points of tension in the grading of pupils from the ages of 15 to 30 in church schools. Finds that no definite age can be set for periods of adolescence or for maturity; that pupils of 15 years of age should be grouped with an older group; that general adult groups, without special grading are inadequate for the age range from 20 to 30; and probably for the range from 25 to 30, although the same curriculum materials are suitable for both groups.

2882. Boynton, Joshua Bickham. An investigation of the age-grade distribution of pupils in the public schools of Texas and the factors that have influenced this distribution. Doctor's, 1937. Texas.

2883. Carpet, Marvin Lester. A comparison of pupil progress under two curriculums. Master's, 1937. Chicago. 65 p. ms.

\*2884. Eld, Elmer S. A study of double promotion at the East Grand Forks public schools made during the years 1930-31 and 1931-32. Master's, 1937. North Dakota. 120 p. ms.

Describes an experiment conducted in the elementary schools of the East Grand Forks, North Dakota schools, in an attempt to adjust the faulty grade placement of pupils. Shows that the maladjustment in these schools according to chronological age was caused mostly by excessive retardation, and to some extent by less than normal acceleration. Finds that double promotions had little effect on retardation, while increased acceleration may have helped compensate for excessive retardation.

2885. Foster, Grace Laura. Pupil progress in single- and mixed-grade group classes. Master's, 1937. Chicago. 79 p. ms.

2886. Frederick, E. K. Promotion policies in California elementary schools. Master's, 1937. Oregon.

2887. Gibson, Charlotte Jane. Placement and follow-up programs used in public secondary schools. Master's, 1937. Southern California.

2888. Hebert, Mable Beatrice. An analysis of literature pertaining to the placement, and follow-up of evening high school students. Master's 1937. Southern California.

2889. Knight, Elton Edgecomb. The value of double grades in New Haven city schools. Doctor's, 1937. Yale.

2890. McKinney, Willie T. Analysis of the elementary pupil personnel in grade placement in the Washington and Lincoln schools of Winslow, Arizona. Master's, 1937. Southern California.

2891. Pierce, Ian. The status of pupil progress in the elementary grades of Kinsley, Kansas. Master's, 1937. Kans. St. T. C., Pittsburg. 59 p. ms.

Studies age-grade and grade progress of 337 pupils in the school, and promotions and failures at the end of the second semester of 1936. Makes a case study history of the pupils in the eighth grade, where retardation was greatest.

2892. Whitworth, Fred E. Some measurable effects or concomitants of promotion without failure in the elementary school. Doctor's, 1937. California.

Attempts to discover changes resulting from or concomitant with the adoption of a policy of non-retardation in a city school system. Finds that more enthusiasm was shown by the teachers of the higher than the lower grades; that teachers agreed that their preparation for daily work increased, but they received better results for the energy expended; and that most teachers who have taught under a policy of non-retardation recommend its general adoption.

#### EXAMINATIONS

2893. Campbell, Mary. A study of a multiple-choice test as a measure of achievement in the human relationships unit for senior high school girls. Master's, 1937. Iowa.

2894. Donalson, Brinton C. The relative effectiveness of two types of punctuation tests. Master's, 1937. Iowa.

2895. Essig, P. W. Six period achievement tests for plane geometry. Master's, 1937. Colo. St. Coll. of Ed.

2896. Hanson, Theodore M. Factors influencing results of standard tests in grades three to eight in Grand Forks, North Dakota, public schools. Master's, 1937. North Dakota.

2897. Johnson, Howard. Effect of frequent short objective tests upon achievement in high school geometry, American history, and typewriting. Master's, 1937. Kentucky. 50 p. ms.

Describes an experiment in which tests were administered to students attending Sherman high school, Seth, West Virginia, to determine the effect of short frequent testing upon students as a group in high school; and whether frequent testing in high school tends to keep students working more nearly up to their ability, than longer and less frequent testing.

2898. Laird, Frances Spottwood. A reading test for primary grades. Master's, 1937. Michigan.

2899. Levine, Lester Henry. The effect of daily quizzes on achievement. Master's, 1937. Mass. St. Coll. 99 p. ms.

2900. Lippitt, Marian Brackett. The validation of a college examination in psychology. Master's, 1937. Chicago. 87 p. ms.

2901. Livesay, Herbert Y. Intercorrelation of various types of informal objective tests. Master's, 1937. Tennessee. 125 p. ms.

Constructs and administers tests in true-false, dual choice, triple choice, quadruple choice, matching, and completion forms to determine to what degree the form of the test affected the degree to which the tests measured the same material and ranked students in the same order. The tests used were constructed so as to be identical in material but different in form. At the same time tests were run to determine the effect of negative suggestion, instructions to guess or not to guess, working time, and the position of printed answers in the true-false types. Finds that the recall test was probably the most accurate of the tests; there was not enough difference in the correlations of the various types of tests to imply conclusively that their comparative reliability should be questioned; the giving of tests on a basis of time consumed rather than of items completed seemed to raise the comparative reliabilities; the power of negative suggestion and the influence of the arrangement of the printed word answers seemed to be smaller than some have suggested; and it seems that not a great deal of difference is made in scores by the giving of instructions to guess or not to guess.

2902. McCormick, Drucilla. Relative effectiveness of two types of language tests in punctuation and capitalization. Master's, 1937. Iowa.

2903. McDowell, John G. Validation of objective procedures for measuring pupil ability to outline. Master's, 1937. Iowa.

2904. Minnesota. University. The effective general college curriculum as revealed by examinations: a report of the Committee on education research of the University of Minnesota. Minneapolis, 1937. 427 p.

Contents: (1) Effective college curriculum, by Melvin E. Haggerty, p. 3-11; (2) Organization of the general college, by Malcolm S. MacLean, p. 12-30; (3) Experimental examination program in the general college, by Alvin C. Eurich and Palmer O. Johnson, p. 31-42; (4) Contemporary affairs studies, by Alvin C. Eurich, Edgar Weayer, and Elmer C. Wilson, p. 45-62; (5) History and government studies, by Edgar B. Wesley, p. 63-95; (6) Economic studies, by Edgar B. Wesley and Palmer O. Johnson, p. 96-111; (7) Euthenics studies, by Clara M. Brown, p. 112-43; (8) Psychology studies, by Alvin C. Eurich and Howard P. Longstaff, p. 144-71; (9) Art studies, by Ray Faulkner and Gerald Hill, p. 172-214; (10) Physical science studies, by Palmer O. Johnson, p. 215-52; (11) Biological science studies, by Palmer O. Johnson, p. 253-73; (12) English studies, by F. S. Appel, p. 274-300; (13) Study of subsequent academic achievement of general college transfer students, by Alvin C. Eurich, p. 303-307; (14) Application of factor analyses to a set of achievement tests, by Palmer O. Johnson and Robert W. B. Jackson, p. 308-15; (15) Progress of general college students in mathematics, by Mary L. Elveback, p. 316-24; (16) Conditions affecting the differentiating capacity of test items, by Mary L. Elveback, p. 325-47; (17) Effect of weekly examinations upon achievement in psychology, by Alvin C. Eurich, Howard P. Longstaff, and Marlon Wilder, p. 333-47; (18) Technical vocabulary in general college science, p. 348-74; (19) Application of biological knowledge, by Palmer O. Johnson, p. 375-77; (20) Achievement of educational values, by Palmer O. Johnson and Alvin C. Eurich, p. 378-88; (21) Efficiency of a group of examinations, by Alvin C. Eurich, p. 389-406.

2905. Overn, Orlando Evan Anthony. Requirements and examinations in elementary algebra of the College entrance examination board from 1900 to 1935. Doctor's, 1936. T. C., Col. Univ. Journal of experimental education, 6: 163-168, June 1937. (Reprint)

2906. Pickett, Hale C. An analysis of the proofs and solutions of exercises on plane geometry tests. Doctor's, 1937. T. C., Col. Univ. New York, Teachers college, Columbia university, 1938. 120 p. (Contributions to education, no. 747)

Studies and analyzes five types of geometry examinations for the period from 1923-1935; studies axioms used as basic proofs; studies syllabi and their corresponding examinations; compiles a list of theorems common to representative texts.

2907. Prunty, Earl Robert. A study of the validity and reliability of two types of objective classroom test in general science. Master's, 1937. Colorado. (Abstract in: University of Colorado studies, 25: 95)

Compares the validity and reliability of two types of objective tests consisting of 35 completion and 15 multiple choice items, administered to 97 pupils in five sections of seventh grade general science in the North-side Intermediate school at Boulder, Colorado. Indicates that multiple choice tests were more valid but less reliable than the completion tests.

2908. Rex, William A. jr. A study of the relation of principles of secondary education to the regents program of New York state. Master's, 1937. Ohio State. 116 p. ms.

2909. Riedel, Michael P. A comparative study of the completion and the true-false types of objective examinations in high school social science subjects. Master's, 1937. Okla. A. & M. Coll.

Attempts to determine the comparative performances of high-school social science students when their achievement is measured by the completion and the true-false types of objective examinations. Finds that whatever different aspects of ability are measured by the true-false and the completion types of objective examinations, these abilities are so closely related in amount as to permit the use of either type for assigning grade marks to individual students carrying work in the social science courses.

2910. Stillman, J. H. The motivating effect of examinations. Doctor's, 1937. Wisconsin.

2911. Walker, Mary Jo. A critical study of the intermediate and proficiency examinations in French at the University of Wisconsin. Doctor's, 1936. Wisconsin. (Abstract in: University of Wisconsin. Summaries of doctoral dissertations, 1: 317-19)

Finds that a critical analysis of several typical forms of the French tests indicates that certain revisions in content and technique would be desirable and reveals their validity and reliability as measuring instruments. Shows that a study of the results of the first 13 administrations of the attainment examinations in foreign languages, ancient and modern, from May 1931, through May 1935, shows the approximate saving, educationally and economically, made possible by the new plan of terminal comprehensive examinations.

2912. Weaver, Edgar W. Theory and practice of examinations in English at the college level. Minneapolis, University of Minnesota, 1936. 15 p. ms.

2913. Winkley, Claire J. An analysis of errors on the 1936 Wisconsin algebra and geometry tests. Master's, 1937. Wisconsin.

#### EDUCATIONAL AND VOCATIONAL GUIDANCE

2914. Anderson, Virgil Victor. Case studies of guidance programs in representative high schools in the state of Washington. Master's, 1937. Washington. 106 p. ms.

Finds that a regular guidance period each day is not necessary nor desirable, for the efficient and successful operation of the guidance program.

2915. Ball, Frances M. Modern tendencies in vocational guidance. Master's, 1936. Hunter.

2916. Barnhouse, Telford Lee. Vocational attitudes of 108 sixth grade students and their parents. Master's, 1937. Colorado. (Abstract in: University of Colorado studies, 25: 37)

Analyzes replies to a questionnaire by 108 students, before and after a 6-week's exploratory course, and replies of 107 parents to a questionnaire to determine the effects of the course upon vocational attitudes of the students and the effects of parental in-

fluence on vocational choice and attitudes of children. Finds that less than 40 percent of the parents discuss vocations with their sons and these parents generally express a preference for the vocation sons should enter; that parents consider the son's interest in the vocation as of first importance; that boys think that cost of preparation is of first importance when thinking of a vocation, and feel that they can get most help in selecting a vocation from someone engaged in the vocation they expect to enter; that many more mothers discuss vocations with daughters than with sons, while more fathers discuss vocations with sons than with daughters; that most parents do not list homemaking as a vocational preference for daughters; that parents and daughters consider the girl's interest in the vocation of primary importance; and that girls believe their mothers can give them most help in selecting a vocation. Indicates that parents greatly influence the vocational attitudes of children.

2917. Bauer, Viola G. An experiment in vocational guidance in the 5B grade. Master's, 1936. Hunter.

2918. Beighley, K. C. An evaluation of the ninth grade guidance section of emphasis of the ninth grade guidance course at the Central junior high school, Marion, Ohio, in 1936-37. Master's, 1937. Ohio State. 96 p. ms.

2919. Bennett, Clifford R. An educational guidance survey of the small high schools in Jackson county, Missouri, with a proposed program for such high schools. Master's, 1937. Wyoming. 153 p. ms.

2920. Bleberbach, Phyllis Marie. A follow-up study of an educational guidance program at Worcester polytechnic institute. Master's, 1937. Clark. 53 p. ms.

Studies the results of five aptitude tests, a vocational interest questionnaire, marks on work samples, and a detailed personality and character rating. Finds average class marks for the first year, and average class marks for the second and third year combined to be the best criteria for prognosis of student success.

2921. Boardman, Rhea Kay. Guidance in education: a program for school and community. Doctor's, 1937. New York. 243 p. ms.

Part 1 deals with the problems of the individual child in his relation to the home, the school and the community in terms of personal relationships interrelating the child, parent, teacher, and community associations; part 2 deals with the functions of the school personnel in terms of the guidance services available in the school system designed to meet the present-day needs of school children and to assist them in their preparation for adult life; part 3 deals with the guidance services available in the community through cooperation with local, state and federal agencies designed to meet the same needs.

2922. Broghammer, Marie E. The use of tests in guidance in high schools. Master's, 1937. Wisconsin.

2923. Brooking, Walter Jesse. Time and stability of vocational choice of college students. Master's, 1937. Chicago. 120 p. ms.

2924. Burns, Harold John. A graduate survey of Fort Lupton high school and its relation to a guidance program. Master's, 1937. Denver. 67 p. ms.

Attempts to determine the status of those who had been graduated by the Fort Lupton high school between the years 1930 and 1936, inclusive. Finds that more vocational training and guidance should be offered in the high school to meet the conditions prevailing in that community.

2925. Byers, Carl Clement. A guidance program proposed for medium-sized secondary schools. Master's, 1937. Ohio Univ. 93 p. ms.

2926. Cameron, Harry W. Disparity studies as an aid to educational guidance. Master's, 1937. Lawrence. 69 p. ms.

Compares mental ability and achievement as an aid in educational guidance. Compares an honor quotient derived from the grades earned by the pupils as they progressed in senior high school, with their percentile ranking on the Henmon-Nelson test. Presents graphic comparisons as illustrated by the charts; presents guidance material that aids

in the solution of problems: on different achievements by special groups such as manual arts classes, comparisons between the achievement of boys and girls, cases of low achievement that need special attention, and the use of disparity ratios as an aid in general guidance.

2927. Camp, George Lee. A study of guidance for the junior high school. Master's, 1936. Stanford.

2928. Coleman, Aubry Bernice. A study of guidance in Jasper high school, Jasper, Texas. Master's, 1937. Peabody. 160 p. ms.

Shows a need for more complete organization of home room activities; an organized guidance course to be included as a part of the regular program of study; greater variety of clubs; a well organized health program; some form of cumulative record system; and that most of the counseling is done by the principal and home room teacher.

2929. Conant, Newell B. An experiment in occupational guidance. Doctor's, 1937. Wisconsin.

2930. Conner, Forrest E. The contribution of objective tests to an organized program of guidance. Doctor's, 1937. Iowa. (Abstract in: University of Iowa. Series on aims and progress of research, no. 52)

Analyzes the contribution of objective tests to an organized program of guidance at the secondary school level, and demonstrates the manner in which the results of these tests may be applied to the practical problems of guidance in an actual school situation. Analyzes guidance problems of 102 students to demonstrate the manner in which the accumulated test data contribute to the decisions and advice in each case. Indicates that individual guidance problems can seldom be solved through the administration of a single test. Presents the pattern for a practical basic every pupil program of testing which might be most helpful in any high school.

2931. Dickson, Leigh M. The philosophy and organization of guidance in 10 elementary schools of Seattle, Washington. Master's, 1937. Washington. 61 p. ms.

2932. Dowling, Sister Mary Agnese. A compilation of vocational information of significance to prospective shorthand students. Master's, 1937. Iowa.

2933. Eisenberg, William J. Guidance in the smaller secondary schools of Pennsylvania. Master's, 1937. Temple. 89 p. ms.

Surveys the public secondary schools of Pennsylvania with enrollments of 300 or fewer pupils; and finds that 59 percent of the schools offer no guidance program; that 32 percent offer an organized guidance program; that only a small percentage of the guidance directors are properly trained for the work; that 133 of the 178 schools offering guidance make use of home room guidance; that 163 included guidance in the auditorium programs; that topics pertinent to school life, such as school rules, care of school property, and school spirit, are stressed; that 199 schools conduct a standardized testing program; and that 128, or 75 percent, of the schools conduct extracurricular activities.

2934. Fisher, DeWitt. A program of educational guidance for Memorial high school, West New York, New Jersey. Master's, 1936. St. T. C., Upper Montclair. 60 p. ms.

Discusses the socio-economic status of the community, conditions in the high school, the status of formal and informal guidance in the high school; and recommends an adequate testing program, a system of cumulative records, pre-admission guidance, homogeneous grouping, home room guidance, assembly programs, vocational guidance which should include a system of follow-up of graduates and a placement bureau, and student government.

2935. Gold, Sylvia M. The effects of child guidance: a survey of 35 cases. Master's, 1936. Columbia.

2936. Greer, Roy W. A proposed program of guidance for the high schools of Joplin, Missouri. Master's, 1937. Kans. St. T. C., Pittsburg. 55 p. ms.

2037. **Guy, John Raymond.** An investigation of the problem of vocational guidance in Sugar Creek, Missouri, junior high school. Master's, 1937. Wyoming. 87 p. ms.
2038. **Hartman, Helen Juanita.** The problem of pre-college guidance in the secondary school. Master's, 1937. Cincinnati. 188 p. ms.  
Reports provisions for pre-college guidance in 73 public high schools in cities of Ohio.
2039. **Holm, Peter Cornelius.** Guidance in the public high schools of Denver, Colorado. Master's, 1937. Denver. 82 p. ms.  
Surveys the guidance practices in the 10 public junior-high schools of Denver, Colorado, and presents an evaluation of the guidance activities and of the guidance personnel by the boys and girls who had been given help through the three years of their junior-high school careers.
2040. **Humpston, Martha.** The function of the elementary school in the vocational guidance program. Master's, 1937. Tennessee. 69 p. ms.  
Observes 550 Knoxville elementary school children in grades 1-6, for interests, aptitudes, and character traits.
2041. **Immel, Ada.** A study to obtain information for vocational guidance for general office work. Master's, 1937. Iowa.
2042. **Kaufman, Lucile Blume.** An experiment in a guidance technique. Master's, 1937. Colorado. (Abstract in: *University of Colorado studies*, 25: 78-79)  
Describes and evaluates the procedure in an experimental guidance plan which was conducted at South Denver high school with 28 senior Progressive education students who were placed part-time in the environment of the business, professional, or industrial vocation of their selection to provide experiences from which the pupils could verify their vocational choices and realize their need for further training and personality adjustment. Finds that home influence was more important than occupational opportunities in vocational selection as shown by school records, questionnaires, and interviews.
2043. **Keller, Franklin J. and Viteles, Morris S.** Vocational guidance throughout the world: a comparative survey. New York, W. W. Norton and company, 1937. 575 p. (University of Pennsylvania)  
Discusses vocational guidance in the United States, Great Britain, Germany, France, Union of Socialist Soviet Republics, Switzerland, Italy, Spain, the Scandinavian countries, Holland, Belgium, Australia, South Africa, China, and Japan, and treats psychological methods in vocational guidance, psychological methods for the analysis of the individual, and presents a study in comparative vocational guidance.
2044. **Kiernan, Marion Hayes.** Guiding the youth of New York city into the working world. Master's, 1936. Hunter.
2045. **Kutlug, Bilal Riza.** A study of educational and vocational guidance in United States secondary schools and a suggested guidance program for Turkish life. Master's, 1937. Michigan.
2046. **Larson, Frederick William.** An effective program of guidance and schedule making for a six-year high school. Master's, 1937. Southern California.
2047. **Lichlyter, Dean Earl.** The status of guidance as reported by 844 junior college freshmen in Kansas in 1935. Master's, 1937. Kansas.
2048. **Martin, Rev. Joseph W.** Study of the guidance programs in the private and public senior high schools of the District of Columbia. Master's, 1937. Catholic Univ. 62 p. ms.  
Studies the guidance programs in both the private and public senior high schools of the District of Columbia from data gathered by interviewing the principals or directors of guidance in 12 private and 9 public high schools. Shows a need of coordination of effort within each of the systems, both systems are in need of qualified fulltime counselors.

cumulative records, organized placement bureaus and follow up work. Suggests that the private schools might avail themselves of the assistance of parent teacher associations, student councils and might introduce leisure time guidance, that the public school authorities should make a more determined effort to introduce a plan for religious guidance similar to those followed in numerous public school systems throughout the country.

2549. **Mason, George Clyde.** A guidance program for the high school of VanWert, Ohio. Master's, 1937. Ohio State. 74 p. ms.

2550. **Maxson, S. J.** A study in vocational guidance for Fort Madison, Iowa. Master's, 1937. Colo. St. Coll.

2551. **Miller, Virgil C.** An experimental guidance program in a rural consolidated high school. Master's, 1937. Ohio Univ. 141 p. ms.

2552. **Mitchell, E. F.** A survey of guidance in secondary schools. Master's, 1937. Alabama. 74 p. ms.

2553. **Mitchell, Marcella.** The present status of guidance in senior high schools of certain selected cities. Master's, 1937. Indiana. 137 p. ms.

2554. **Murphy, Victorine Agnes.** An evaluation of the guidance program at Everett Junior high school. Master's, 1937. Stanford.

2555. **Murray, Sister Teresa Gertrude.** Development and present status of vocational and educational guidance in Catholic secondary schools of the United States. Doctor's, 1937. T. C. Col. Univ.

Traces the development of the guidance idea among Catholic educators in the United States from 1899 to 1936; and studies current practices in vocational and educational guidance in 1,004 secondary schools in 47 states and the District of Columbia. Shows a considerable amount of interest in guidance among the administrators and teachers in Catholic secondary schools, and a small number of trained counselors.

2556. **Nadolski, Anthony P.** Evaluating lecture, reading, and record methods of presenting occupational information to high school pupils. Doctor's, 1937. Wisconsin.

2557. **Price, Ralph G.** A report of vocational guidance in rural high schools. Master's, 1937. T. C. Col. Univ. 56 p. ms.

Covers vocational guidance programs of 60 selected rural high schools and analyzes the vocational choices of 854 high school seniors. Finds that vocational guidance programs are inadequate, vocational education is not facilitating vocational adjustments, and that community attitudes and teaching personnel are obstacles to the program.

2558. **Proffitt, Maris Marion.** Guidance in public school systems with special reference to high school occupational information courses and high school clubs. Doctor's, 1936. American Univ. 425 p. ms.

Attempts to show the development of the guidance movement in public education in the United States; to ascertain the arguments for guidance and their underlying presuppositions; to ascertain the status of guidance programs and their organization in state systems of education; to set forth guidance practices in a few typical cities; to determine the extent to which occupational information courses are offered in public high schools; and to determine the number, kind, and organization of clubs in public high schools.

2559. **Radcliffe college.** Ten vocations for women. Cambridge, Mass., 1937. 10 p.

Gives the demand, training, personal qualifications, financial return, and types of openings in advertising agency work, department store work, fine arts museum work, library work, newspaper writing, photography, public health, publishing house work, secretarial work, and social work.

2560. **Ready, Robert F.** A high school course in vocational guidance. Master's, 1937. Oklahoma. 73 p. ms.

Reports a three-year experiment in developing a one-semester course in vocational guidance for senior high school pupils in Elk City, Okla.

2961. Rees, Conrad N. A guidance program for Shenandoah Valley academy. Master's, 1937, Nebraska. 76 p. ms.

2962. Rice, Mrs. Mona Lace. A plan for vocational guidance of women students at Colorado state college of agriculture and mechanic arts. Master's, 1937. Denver. 101 p. ms.

Examines personnel cards of over 800 women students who had registered at the college in a three-and-a-half year period; interviews 60 women of the 1936 senior class; to discover how many had chosen certain definite vocations and what influences in college or out had determined their choices; examines the occupations entered by young women upon graduation from the college. Studies all agencies in the institution at present that contribute in any way toward vocational guidance. Shows a need for guidance among the women of the college. Evolves a guidance plan to meet the needs of the women for guidance and placement.

2963. Schulte, Harold F. A survey of vocational choosing by high school pupils. Master's, 1936. Ind. St. T. C. 59 p. ms. (Abstract in: Teachers college journal, 8: 82-83, July 1937)

Attempts to determine what factors rank highest in determining a high school pupil's choice of a vocation; to find if there is a difference in the choice of vocation of high school pupils in schools of various sizes; to determine whether or not the high schools are offering any effective vocational guidance; and to find out what individuals are commanding the pupils' admiration and what influence the occupations of the individuals has upon the pupil's vocational choice. Analyzes replies to a questionnaire distributed to 319 seniors, 257 juniors, and 319 sophomores. Finds that all of the students, regardless of the size of school, were giving close attention to and planning carefully for their later occupations; that the schools were meeting, to some extent, the needs of the individual in studying and choosing occupations; that the teaching profession leads in occupational choices, with nursing second; that advice of parents ranks highest as a controlling factor, with advice of other persons ranking second, and experience, ranking third; that much needs to be done by the high school in teaching students avocations for leisure time activities.

2964. Smith, Olin B. An evaluation of a plan of guidance as related to failure in McKinley high school, Niles, Ohio. Master's, 1937. Ohio State. 146 p. ms.

2965. Sommer, John David. The status of courses in occupational information in high schools. Master's, 1937. Colorado. (Abstract in: University of Colorado studies, 25: 103-104)

Studies current practices in providing courses in occupational information for pupils in 51 high schools in Minnesota, 83 high schools in Nebraska, 30 high schools in New Jersey, and 21 high schools in Oregon. Finds that 34 percent of the schools offer separate courses in occupational information, and that 70 percent of the schools offer courses in occupational information in separate and combined courses, which are usually one semester in length and are most frequently placed on the ninth grade level; that less than one-fourth of the schools offering the course have vocational guidance teachers; and that superintendents and principals believe that courses in occupational information help students make definite vocational choices or change from choices which may have been unwise.

2966. Stevens, Leland Brandes. Appraisal of certain secondary school guidance procedures. Master's, 1936. Stanford.

2967. Strang, Ruth. Counseling technics in college and secondary school. New York, Harper and brothers publishers, 1937. 159 p. (Teachers college, Columbia university)

Discusses the technics of work with individuals, including the interview, observation, the rating scale, autobiography, and related technics; and the integration of information from various sources in the case study and cumulative record and its use in counseling.

2968. Stromme, Mabel K. Psychological and sociological study of factors on guidance of students at the junior high school level. Master's, 1937. Washington. 152 p. ms.

2969. Stull, Elizabeth Wann. An analysis of the vocational choices of boys and girls of the Herbert Hoover junior high school. Master's, 1937. Stanford.

2970. Thoman, Ira Claude. Guidance practices in the four year and senior high schools of Washington. Master's, 1937. Washington. 75 p. ms.

2971. Thompson, Leonard M. Guidance through physical education. Master's, 1937. Iowa.

2972. Wilkinson, Anne N. Stimulation and achievement through individualization and guidance. Master's, 1937. Peabody. 147 p. ms.

Presents case studies of 30 retarded boys and girls in a seventh-grade class, and finds that the chief causes of retardation are: Irregular attendance, over-ageness, and late entrance.

2973. Williams, Donald Turney. Some values and limitations of guidance programs in seven selected secondary public school systems in Southern California. Master's, 1937. Southern California.

2974. Williamson, E. G. Students and occupations. New York, Henry Holt and company, 1937. 437 p. (University of Minnesota)

Discusses the importance of the non-vocational values of general education and of the psychological problems involved in the making of a vocational choice, and the scope and types of present-day occupations and the general trends of employment. Analyzes the broad occupational fields of medical occupations (including medicine, pharmacy, dentistry, nursing, medical technology, and dental hygiene); agriculture; forestry, home economics; engineering; chemistry; teaching; business (administration as well as clerical and secretarial); law; journalism and writing occupations; social welfare; ministry; library; the various art occupations; the skilled trades; personal service; and public service occupations.

2975. Wilson, Jessie Ada. Study of student's attitude toward the value of a course in junior high school curriculum. Master's, 1937. Washington. 100 p. ms.

Analyzes replies to a questionnaire given to 221 high school students in the Toppenish, Wash., high school, who had taken a course in occupations in the ninth grade. According to the opinions expressed by students the course had been of such value to them that they thought it should not be eliminated or another one put in its place.

2976. Woods, William G. Guidance activities of Texas junior high schools. Master's, 1937. South. Methodist. 91 p. ms.

2977. Zeran, Franklin B. The administration of guidance in American secondary schools. Doctor's, 1937. Wisconsin.

#### EXTRACURRICULAR ACTIVITIES

2978. Aab, Anne Elizabeth. A personnel study to discover some of the common factors in the experience and background of girls attracted to the Girl scout movement of Onondaga county. Master's, 1937. Syracuse. 38 p. ms.

Attempts to determine how the family background of Girl scouts compares with that of girls who do not belong to the organization; to compare the physical fitness of the two groups, the school marks, and personality traits of the Girl scouts and of girls who are not members of the organization; and to compare the voluntary activities of the Scouts and non-scouts; and to determine whether there is any relationship between the length of a girl's membership in the organization and her school marks, physical fitness, or her personality traits.

2979. Acker, W. H. A survey of extracurricular activities with special reference to East Texas state teachers college. Master's, 1936. South. Methodist. (Abstract in: Southern Methodist university. Abstracts of theses, 1937: 6-7)

Compares the extracurricular activities of the East Texas state teachers college with those of five other Texas colleges and universities. Finds that the programs of all of the

colleges are similar, and all represent a high stage of development. Recommends a greater number and variety of activities, that academic credit should be given for many of the activities, that a point system be inaugurated, that some limitation should be placed on participation, and that records should be kept.

2980. Bates, Clifford. Introducing and evaluating an extracurricular activity program in high school. Master's, 1937. Peabody. 79 p. ms.

Studies the use of home rooms, clubs, assembly, and student council in the senior high school, Woodville, Oklahoma.

2981. Battle, Olive Eletha. An investigation of the possibilities of Girl scouting as a supplementary agency to secondary education in South Carolina. Master's, 1937. South Carolina. 69 p. ms.

\*2982. Buckman, Dorothy Mary. School clubs in the North Dakota classified high schools. Master's, 1937. North Dakota. 94 p. ms.

Attempts to determine to what extent the club programs have been developed in the classified high schools; in how many of the schools the activities of the pupils are recorded and to what extent the point system is used; what effort is made in the classified high schools to develop student government; whether the schools are more active in sponsoring school publications such as newspapers, annuals and handbooks, than in sponsoring school clubs; to what extent scholarship is fostered by honor societies; when clubs meet and the reasons for the time they meet; how active schools are in sponsoring such organizations as the Boy and Girl scouts; whether athletics are stressed to the detriment of the non-athletic group; and what administrators consider to be the value and purpose of the school clubs. Analyzes 99 replies to a questionnaire sent to the administrators of 192 classified high schools in North Dakota. Finds a tendency for athletic activities to overshadow the non-athletic group, and a need for improving the club programs.

2983. Cavendish, Fred C. Nonathletic extracurricular activities in 128 West Virginia high schools. Master's, 1937. Ohio Univ. 115 p. ms.

2984. Clopton, Clair D. A survey of the participation in extracurricular activities on the campus of the Kansas state teachers college of Emporia. Master's, 1937. Kans. St. T. C., Emporia. 50 p. ms.

2985. Cooke, Mattie. A survey of personality clubs in selected Texas high schools. Master's, 1937. Hardin-Simmons. 100 p. ms.

Presents the result of an investigation of the club situation in 677 leading high schools of Texas, giving some of the problems of high-school girls and the ways the personality clubs have helped solve some of their problems.

\*2986. Cressman, Elmer W. The out-of-school activities of junior high school pupils in relation to intelligence and socio-economic status. Doctor's, 1936. Penn. State. State College, Pennsylvania state college, 1937. 131 p. (Studies in education, no. 20)

2987. Davis, George E. The prevalence of hobbies and their educational significance. Doctor's, 1937. Iowa. (Abstract in: University of Iowa. Series on aims and progress of research, no. 52)

Deals with the responses of 2,106 hobbyists of high school age to a questionnaire relating to the number and nature of their hobby interests. Indicates that hobby interests cover a wide range, and that practically all high school pupils have one or more hobbies; that individuals with high IQ's tend to have a greater number of hobby interests than do those with lower IQ's; that duration of hobby interests is about the same, regardless of intelligence; that physical education, English, history, and literature serve as stimuli to hobby interests; that extracurricular activities are less significant in contributing to hobby interests than is commonly supposed; that the home exerts the strongest influence on the encouragement of hobbies; that associates of the same age exert strong influence on the hobbyist; and that the benefits derived from hobbies are significant.

2988. Devore, Rollin E. A survey of the extracurricular activities in the high schools of Republic county, Kansas, 1935-36. Master's, 1937. Kansas.

2989. Farnsworth, Lucy Jane. Extracurricular activities in the upper division high schools of Salt Lake City. Master's, 1937. Utah.

2990. Faust, Stephen. Curricular and social contributions of extracurricular activities. Master's, 1937. Washington. 99 p. ms.

2991. Foster, Estill Goodwin. An analysis of the intelligence and scholastic rank of pupils participating in the extracurricular activities. Master's, 1937. West Texas St. T. C. 92 p. ms.

Attempts to analyze the intelligence and scholastic ranking of pupils participating in extracurricular activities, with special attention being given to athletics and band.

2992. French, Guy William. Comparison of high school extracurricular participation, intelligence, and college freshman grades. Master's, 1937. Peabody. 74 p. ms.

Compares the time spent in extracurricular activities in high school, average college freshman grades, and intelligence scores for freshman students in the University of Arkansas. Finds that more intelligent students spent more time in high school extracurricular activities. Indicates that time spent in extracurricular activities should be controlled, in order that grades may not be lowered by excessive participation.

2993. Hartman, Joseph A. Organization and function of Hi-Y clubs in Pennsylvania. Master's, 1937. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 13: 337-88)

Finds that the Hi-Y has been the agent responsible for creating genuine activities, participation in which is beneficial to the boy so engaged.

2994. Hearn, Arthur Charles. An evaluation of the Boy scout merit badge program in light of certain educational principles. Master's, 1937. Stanford.

2995. Jones, J. O. A study to determine present practices in organization, administration, and extent of student participation in extracurricular activities in six state teachers colleges of Pennsylvania. Master's, 1937. Michigan.

2996. Kimmerle, Olga S. Academic achievement of Temple university students engaging in extracurricular activities. Master's, 1937. Temple. 62 p. ms.

Studies regularly enrolled, full-time students in the undergraduate day department of the College of liberal arts, Teachers college, and the School of commerce. Finds that the average grade of all participating students in extracurricular activities is not quite a C plus; that participation in extracurricular activities is not an important cause of deficient scholarship; that since the most active students show the greatest degree of educational aptitude, it appears that extracurricular activities provide a desired opportunity for further development of students of high ability; that the athlete, as determined by marks, does not quite measure up to expected educational achievement, as seen from the achievement of non-athletes of similar mental endowment.

2997. Launius, Anna D. P. Extracurricular activities of 100 teachers of English. Master's, 1937. Peabody. 54 p. ms.

2998. Lawrence, Gladys C. The history and educational uses of some leisure time activities. Doctor's, 1937. New York. 344 p. ms.

Discusses hobbies or leisure time activities, and the history and use as leisure time activities of leather, bookbinding, pewter, block printing, and marionettes and puppets. Gives directions for using these materials.

2999. Lewis, Clyde C. The effect of scouting on the scholarship, citizenship, and character of the boys of the junior high schools of Ashland, Kentucky. Master's, 1937. Kentucky. 91 p. ms.

Attempts to determine to what extent scouting influences the scholarship, citizenship and character of boys of the junior high school age as revealed in school marks, school activities, and in attitudes and habits of their school life.

3000. Lindstrom, Elmer John. A study of the extracurricular activities in the schools of Santa Rosa. Master's, 1936. Stanford.

3001. McArton, Peter Andrew. Extracurricular activities in the city schools of Valley City, North Dakota. Master's, 1936. Stanford.

3002. McMahan, Oscar. A study of the relationship of extracurricular activities to curricular subjects in the Sayre, Oklahoma, senior high school. Master's, 1937. Okla. A. & M. Coll.

Attempts to determine whether or not participation in extracurricular activities interferes with achievement in curricular subjects. Concludes that participation in extracurricular activities does not have a harmful effect on curricular subjects.

3003. Moore, Viron. An evaluation of certain procedures in the administration of extracurricular activities common to a group of Oregon secondary schools. Master's, 1937. Oregon.

3004. Murphy, Tessie Clyde. A study of the program of extracurricular activities of the Southern association of high schools of Mississippi. Master's, 1937. Alabama, 60 p. ms.

3005. Painter, James Russell. A study of 21 Illinois Future farmers of America chapters. Master's, 1937. Colo. St. Coll.

3006. Phillips, Irmabel. A comparison of Girl scouts and non-scouts in Austin, Texas. Master's, 1937. Texas.

3007. Plasket, Joseph Hughes. The administration, organization, and operation of the student clubs in the Fort Wayne secondary schools. Master's, 1937. Chicago. 82 p. ms.

3008. Powell, Homer. Extracurriculum activities of Garfield high school of Terre Haute, Indiana. Master's, 1936. Ind. St. T. C. 83 p. ms. (Abstract in: Teachers college journal, 8: 74, July 1937)

Finds that 422 of the 648 pupils filling out questionnaires, participated in at least one activity, and that 266 pupils did not participate in any activity; that the activities were voluntary; that an increasing percentage of students participated as students progressed through school until the senior year; that girls showed a wider range of interests than boys; that the cost of the activities was not excessive; that lack of interest, having to work at home, and wishing to do what friends do were reasons given for non-participation; and that the faculty suggested limiting the number of activities in which any student may participate, improving of exploring and counseling, and arranging an activities program.

3009. Pratt, Guy A. A study to determine what hobbies are most desirable and feasible to meet the interests of the pupils in the high schools of East Chicago, Indiana. Master's, 1937. Colo. St. Coll.

Determines what hobbies are most desirable to meet the interests of the pupils in the high schools of East Chicago, Ind., and establishes a plan for such hobby clubs in the schools, including organization policies, procedures and methods to be used.

3010. Boughton, Gussie Louise. Organization and supervision of the allied activities in the senior high schools of Texas. Master's, 1936. South. Methodist. (Abstract in: Southern Methodist university. Abstracts of theses, 1937: 18-19)

Finds that the activities of the 53 senior high schools studied group themselves around assemblies, clubs, home rooms, and commencements. Finds that the allied activity program has a vital place in the schools; and that the activities should arise from the interests of the pupils and a desire on the part of the school authorities to make school work more real and more life-like.

3011. Seaman, Watkins Howard. Value of certain extracurricular activities to superior students. Master's, 1937. Colorado. (Abstract in: University of Colorado studies, 25: 98-99)

Studies the value of 24 extracurricular activities to the 92 superior students in seven small high schools in Kansas. Finds that more superior students participated in scholar-

ship contests, glee clubs, and class plays, fewer in tennis, home economics, and grain judging contests than in other activities; that the average number of activities entered by superior students was more than five each; and that the aggregate value of scholarship contests, glee clubs, and class plays was greater than that of other activities.

3012. Tetz, Henry E. An evaluation of the extracurricular program by seniors and graduates of Oregon high schools. Master's, 1937. Oregon.

\*3013. Vance, Catherine S. The Girl reserve movement of the Y. W. C. A.; an analysis of the educational principles and procedures used throughout its history. Doctor's, 1937. T. C., Col. Univ. New York, Teachers college, Columbia university, 1937. 184 p. (Contributions to education, no. 730)

Studies the changes in the educational principles and procedures of the movement since its beginning, the manner in which the educational development of the movement has been related to current educational thought, and the significant characteristics of the educational principles and procedures of the movement in relation to its aim as an organization for character education.

3014. Welch, Basil T. Evaluation of extracurricular activities in junior high schools of Chattanooga. Master's, 1937. Peabody. 95 p. ms.

Evaluates the extracurricular activity programs of seven junior high schools in Chattanooga; finds that most of the pupils in these schools participate in some form of extracurricular activity, that the trend in these schools was from interschool competition toward intramural athletics, and that a definite period in the daily schedule was given to activities in these schools.

\*3015. Wenzl, Theodore C. A study of the out-of-school activities of pupils in Grades 6 through 8 and the social significance of these influences. Master's, 1936. St. T. C., Upper Montclair. 60 p. ms.

Attempts to picture the way approximately 300 school children between the ages of 10 and 16 spend their time during a typical school week. Finds that children direct their out-of-school activities in a manner motivated largely by their own interests; that the school and the home demand comparatively little of the out-of-school time; that radio and motion picture entertainment are vital elements in the environment of children; that opportunities outside the school for children to receive moral training under qualified and competent leaderships are decreasing; and that the present day scale of living has reached the plane, where, despite the severe economic reverses in recent years, children maintain themselves in an environment that offers numerous luxuries.

3016. Wesner, L. Dale. Trend in theory and practice of extracurriculum activities in secondary schools as shown in educational literature. Master's, 1936. Ind. St. T. C. 82 p. ms. (Abstract in: Teachers-college journal, 8: 70-71, July 1937)

Finds that prior to 1915 any activity not specifically provided for in the curriculum was frowned upon by school administrators; that beginning about 1915 school officials began to formulate theories advocating school control of an increasing number of activities; and that in the last few years many leading school administrators have found that a well organized and administered extracurriculum program stimulates interest in school, provides for use of surplus energy, reduces discipline problems, and contributes to the realization of the goals of education.

3017. Williams, Jane. Relationship between scholarship and the participation in extracurricular activities. Master's, 1937. Washington Univ. 66 p. ms.

#### FAILURES

3018. Barnicle, Harry Anthony. A study of the relation of industrial arts to school failures. Master's, 1937. Mass. St. Coll. 77 p. ms.

3019. Bentley, Dudley Francis. A study of failures in the Rosedale junior-senior high school of Kansas City, Kansas, during 1932-33. Master's, 1937. Kansas.

\*3020. Carter, Edward M. An analysis of 20 case studies of failure in secondary school work. Master's, 1934. St. T. C., Upper Montclair. 138 p. ms.

3021. Coppens, Maurice A. High school failures. Doctor's, 1937. Wisconsin.

3022. Harlan, John Edgar. A study of the effect of failure on scholastic achievement in Iowa schools. Master's, 1937. Iowa.

3023. Lipscomb, Louise. The failing pupil in high school with particular reference to Wichita Falls. Master's, 1937. South. Methodist. 77 p. ms.

Studies the extent, causes, and cost of failure in high school, compiled through personal interviews with failing students in the Wichita Falls, Tex., high school.

3024. Monaghan, Agatha. Students' reasons for failures in mathematics in the Jackson intermediate school. Master's, 1936. Detroit. 79 p. ms.

Finds the causes of failure to be: lack of power of concentration, poor explanation by the teacher, poor foundation in elementary school, and too much importance being attached to test scores in marking.

3025. Seltzer, Nellie. A study of pupil failure in the Collingswood, New Jersey, junior high school. Master's, 1937. Temple. 58 p. ms.

Finds that lack of study is the outstanding cause of school failures; that only a few teachers in distributing marks were guided by the normal curve of percentages, and that failure can be checked by means of an effort chart which will spot shirkers with ability.

3026. Sterne, Gilbert L. A study of the pupil failures in Mesa county. Master's, 1937. Western St. Coll. 69 p. ms.

Studies 32 schools, 118 teachers in Mesa county, Colo.

3027. Sutton, Samuel Johnson. Pupil failure, its prevalence, causes and effects: a description of a no-failure or success school. Master's, 1937. Colorado. (Abstract in: University of Colorado studies, 25: 107)

Describes an experiment in a success school conducted in San Antonio, Texas, high school in 1935-36, 1936-37, which enrolled 653 pupils in the first year of experimentation and 673 the second year. Shows that the students mark themselves on their character traits and in their curricular activities; and that, with the assistance of a faculty adviser to aid the student council, the pupils largely control the extracurricular activities of the school and participate in the construction of the curriculum. Finds that pupil failures have been reduced from eight percent in 1933 to none in 1935; that truancy has been practically eliminated; and that the number of discipline cases has greatly decreased.

3028. Taylor, Mildred May. Student reasons for success or failure in high school mathematics. Master's, 1936. Detroit. 102 p. ms.

Analyses replies to a questionnaire submitted to 830 high school students of mathematics to get the students' reasons for success or failure and suggestions for elimination of failures. Finds that poor study conditions at home, part-time employment, too many evenings spent in recreation, physical defects, lack of understanding of the subject, improper study methods, and too little time spent on study were the chief causes of failure. Indicates that children of professional men showed a better chance of success than did the children of non-professional men; that children whose mothers did not work out had nearly twice the chance for success as did those whose mothers worked. Shows that the pupils requested smaller classes, more intimate teacher contacts, and longer class periods.

#### MARKS AND MARKING

3029. Abrams, William Anthony. Value of the correction formula in scoring three-response tests. Master's, 1936. Chicago. 67 p. ms.

3030. Barnhill, William Leroy. Some relationships between college marks, graduate marks, and first year type of employment. Master's, 1937. Kans. St. T. C., Pittsburg. 46 p. ms.

Determines the relationship between undergraduate and graduate marks, and first year type of employment for 257 students receiving the master's degree at the Kansas state teachers college for the years 1929-1935, inclusive.

3031. Bingham, Glen A. A method of awarding grades to the activities in physical education. Master's, 1937. Iowa.

3032. Clark, Van Deusen. The relationship of NYA employment to students' grades at the University of New Mexico. Master's, 1937. New Mexico. 61 p. ms.

3033. Conklin, Edmund Martin. Marking for effort and achievement in the Hamtramck high school. Master's, 1938. Detroit. 99 p. ms.

Describes a semester's experiment in marking high-school students for effort as well as achievement. Finds a slight change for the better in the achievement averages for the whole high school; that teachers reacted favorably; that students took more pride in their work, showed ability to plan, improved habits of study, greater cooperation, less cheating and fewer disciplinary problems; and that parents and students were pleased with the new marking system.

3034. Dirckx, George Charles. A study of low merit scores among secondary school boys. Master's, 1937. Southern California.

\*3035. Gilger, George A. jr. A comparison of the final semester grades obtained by students at the Syracuse Emergency collegiate center during the fall and spring semesters of 1935-36, with those obtained in parallel courses by students at Syracuse university during the same semesters. Master's, 1937. Syracuse. 66 p. ms.

Describes the Emergency collegiate centers, the first of which was established in New York state in 1933, and which are supported by federal relief funds from which the teaching staffs are paid, and by local boards of education which supply the housing. Shows that a total of 20 year courses and 13 semester courses were offered in 1935-36 at the Syracuse center. Compares grades of paired students of the freshman and sophomore classes of Syracuse university, and of the two classes of the Syracuse center. Finds that the Syracuse center students made approximately the same grades as did the University students at the extremes, A or F, and that the Center students received higher grades than did the middle range at the University.

3036. Hermann, John Heinz. Relationships between intelligence scores and school marks. Master's, 1937. Iowa.

3037. Klepzig, Maude. A statistical study in relative grading. Master's, 1937. Okla. A. & M. Col.

Deals with the variability and range in marking traditional or essay examination papers in seventh grade mathematics.

3038. Leuschner, Martha Louise. Relation between marks in college freshman mathematics and certain other factors. Master's, 1937. Baylor. 87 p. ms.

3039. Logothets, Nicholas Stamos. Predicting academic records of engineering students. Master's, 1937. Brown. 38 p. ms.

Studies various combinations of scores on tests of intelligence, mathematics, and English, with rank in secondary school class and age by multiple correlation methods to find the best means of predicting academic averages.

3040. Macomber, William Lorenzo. An investigation of marks as a motivating factor in achievement. Master's, 1937. Southern California.

3041. Parks, Elizabeth Lou. The agreement between achievement tests and teachers' marks in junior high school. Master's, 1937. Oklahoma. 44 p. ms.

Determines statistically the agreement between test scores and teachers' marks given by nine teachers in the seventh and the eighth grades in the Junior-senior high school of Bartlesville, Oklahoma. Finds that in general, teachers' marks and standard test scores agree.

3042. Paul, Felix William. A comparison of achievement as measured by marks of high school pupils in Kansas City, Missouri, in 1926-1931 and 1930-1935. Master's, 1937. Chicago. 126 p. ms.

3043. Paul, J. B. A study of the grades assigned to students by the faculty of the Iowa state teachers college during the 1935-36 academic year in courses giving college credit. Cedar Falls, Iowa state teachers college, 1937. 23 p. ms. (Research report no. 25)

3044. Presson, Arthur Kenneth. Comparison of the scholastic marks in the Wichita Falls junior college with those in the Wichita Falls high school and various senior colleges in Texas. Master's, 1937. Colorado. (Abstract in: University of Colorado studies, 25: 94)

Compares the records of 621 graduates of the Wichita Falls high school during the years 1930-1935 inclusive, who had entered one of the selected colleges used in the study. Finds that the average marks received by students in all subjects in college are six points lower than those they received in high school; and that the junior college students who transferred to the senior colleges received higher average marks in the senior college than they had received in the junior college.

3045. Quaid, Thomas D. D. A study in the prediction of college freshman marks. Doctor's, 1937. Oklahoma. 151 p. ms.

Investigates the relative efficiency of the Ohio state university psychological examination, the American council test, the Purdue placement test in English, high school average marks, and first semester college freshman marks as agents for the prediction of college marks in a typical student body in Oklahoma, using the 1934-35 freshmen students at Phillips university as subjects. Finds that better prediction is obtained, if different measures are used for boys and girls and for students of different levels of ability; and that a differential technique may be used to advantage in the preparation, evaluation and choice of tests, as well as in the prediction of marks in specific subjects.

3046. Rutlin, Sanford. An investigation of the variability of marks given by teachers of English, mathematics, social studies and science in the junior and senior high schools of Flint, Michigan, 1935-36. Master's, 1937. Michigan.

3047. Schrammel, H. E. and Wharton, LaVerna. A comparative study of grades given by departments and by instructors of the Kansas state teachers college of Emporia for the year 1936-37. Emporia, Kansas state teachers college, 1937. 16 p. ms.

Finds that wide discrepancies persist in awarding marks; that women make a higher average in the regular school year, and that men make a higher average in the summer term; and all summer averages are higher than in the regular year.

3048. Shanks, James Alexander. Intelligence as related to junior high school marks. Master's, 1936. Peabody. 61 p. ms.

Studies 200 junior high school pupils in one school system.

3049. Sowell, Lela B. Personal data as a factor in the prediction of college marks. Master's, 1937. Colo. St. Coll. of Ed.

3050. Upshall, C. C. Evaluation of those students whose grade point averages up to the quarter in which they took their first technique course was 1.9 or below, and those whose grade point averages over a similar period was 3.0 or above. Bellingham, Western Washington college of education, 1937. 10 p. ms.

Evaluates the two groups on practice teaching grades and field reports on success in teaching. Finds that practice teaching grades of the high scholarship groups were significantly better but the field ratings were not; that the field ratings of the high scholarship group improved with experience in teaching, faster than those of the other group.

3051. ——. Summary of the grades given to students who have taken various courses in the training school between the spring quarter of 1932 and the summer quarter of 1936 (summer session excluded). Bellingham, Western Washington college of education, 1937. 4 p. ms.

3052. Watters, Lealie. A study of the D grade as used in the Ambridge secondary schools. Master's, 1937. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 13: 407-409)

Studies the relationship of the D grade to failures, to E grades in student withdrawals from high school, to E grades in the number of subject repetitions, to E's in subjects within the same subject field, and in different subject fields, use that students made of the D grade for graduation and for college entrance, and the college records of D students in the same subject field. Finds that a large percentage of students graduating from high school receive one or more D grades; that a large percentage of the D grades received by students are used for high school graduation credit; that D grades offered to colleges as entrance credits are accepted without reservation; that a smaller percentage of students receiving one or more D grades in high school enter colleges than those receiving no D grades; and that the relation of the percentage of D's made in high school English, science, mathematics, and social science to the percentage of D's and E's made in the same subject fields in schools of higher learning was shown by a small positive coefficient of correlation.

3053. Yates, H. D. Marking systems and marking practices in Nebraska high schools. Master's, 1937. Colo. St. Coll. of Ed.

#### REPORTS AND RECORDS

3054. Bankston, J. H. The social reactions of pupils, teachers, and parents toward descriptive and guidance reports. Master's, 1937. Colo. St. Coll. of Ed.

3055. Blattman, Virginia T. Published annual reports of superintendents of Catholic schools: an evaluation of some reports. Master's, 1937. Fordham. 153 p. ms.

Analyzes and evaluates 68 reports from 18 dioceses, from 1930 through 1934. Shows that considerable variability appeared in a number of categories found within the 68 reports.

3056. Briesemeister, Alvin Julius. A permanent cumulative high school record for use in Texas schools. Master's, 1937. Texas.

3057. Castles, Clarence. Cumulative record forms for pupils of the Parker school district, Greenville, South Carolina. Master's, 1937. South Carolina. 56 p. ms.

Traces the development of workable cumulative records for the pupils of the Parker school district and indicates that systematic record-keeping is a physical, social, and economic necessity.

3058. Chase, Ethel Elizabeth. Current practices in reports to parents. Master's, 1937. Southern California.

3059. Grinstead, Scott Edward. Pupil records and reports: a study of pupils' records and reports of the Nashville city schools. Master's, 1936. Fisk. 176 p. ms.

3060. Haas, Paul David. Analysis of public school state medical inspection forms. Master's, 1937. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 13: 386-87)

Analyzes the 34 state medical inspection forms used in the medical examination of public school children in these states. Finds that the forms contain a total of 276 different items classified into seven main divisions: personal history, personal family history and home life; school data, medical history, immunization and laboratory tests, medical examination and follow-up work. Prepares a standard medical inspection form which can be used to examine and record the medical inspection of public school children.

3061. Karlake, James Spier. An experimental technique utilizing new-type tabs and registration forms for making the schedule of recitations. Master's, 1937. Iowa.

3062. Klein, Joseph Robert. A critical study of written reports made by California principals to parents. Master's, 1937. Stanford.

3063. Moore, Loren Alton. A pupil's permanent cumulative record form constructed especially for the pupils of grades 1 to 12 of the schools of Montana. Master's, 1937. Kansas.

3064. Neely, John E. The high school principal's annual report. Master's, 1937. Temple. 91 p. ms.

Studies principal's report in 151 schools of Pennsylvania, Delaware, Maryland and New Jersey. Finds that reports were made by 81 of the principals in the 151 schools investigated; that in high schools with enrollments of 1,500 or more, 61.1 percent do not make annual reports and that in the majority of reports the treatment is discursive, with few figures.

3065. Newell, Rev. Hubert Michael. The development and present status of the annual report of Diocesan superintendents of schools. Master's, 1937. Catholic Univ. 51 p. ms.

Analyzes and charts the contents of 17 representative diocesan school reports. Presents a tentative outline of a representative annual report and appends suggestions for publication based on the best public school procedure, as well as other rules fundamental to general bulletin issuance.

3066. Pugsley, C. A. A cumulative record form. Buffalo, New York state teachers college, 1937.

Surveys present practices in building cumulative records, and formulates criteria for them.

3067. Sanders, H. W., Sheffer, L. M. and Rutland, J. B. A record and farm accounts book for the southern region. Blacksburg, Virginia polytechnic institute, 1937. 24 p.

Devises a record and account book for students of agriculture for their supervised farming.

3068. Smith, George Dewey. A proposed system of pupil personnel records in Missouri. Doctor's, 1937. Missouri. 200 p. ms.

3069. Strang, Ruth. Every teacher's records. New York, Teachers college, Columbia university, 1936. 48 p.

Discusses the teacher's task in discovering the abilities and capacities of every pupil and in providing for the development of these capacities, and presents records which help teachers to understand individual children.

3070. Sweeney, H. E. A system of records for the administration of guidance at the junior high school level. Master's, 1937. Purdue. 70 p. ms.

Studies 29 sets of guidance record forms from representative localities in the United States. Finds that the guidance records in use provide for the recording of much data unessential to guidance work; that much space is taken up in guidance records for recording details infrequently used and better adapted to auxiliary records; that all data for guidance purposes should be assembled in one compact unit for convenience and to avoid loss; and that until a definite terminology for all the instruments of education is adopted and used exclusively, no single complete guidance record can be devised to meet the needs of each individual school system and measure up to the criteria for a good guidance record.

3071. Willey, Warner Moore. A suggested score card for evaluating term reports. Journal of higher education, (Western Kentucky state teachers college)

Presents a score card designed to aid college instructors in rating term reports.

3072. Wolfenbarger, Orlis K. A comparative study of the value of written reports in laboratory experiments versus non-written reports in a ninth grade general science class. Master's, 1937. Kansas.

3073. Wright, Robert L. An experimental study of shot charts as an aid in coaching basketball in secondary schools. Master's, 1937. Ind. St. T. C. 152 p. ms. (Abstract in: Teachers college journal, 8: 88, July 1937)

Evolves a usable shot chart that gives the necessary information that a coach needs to keep concerning a game; it gives complete team and individual statistics.

#### RETARDATION AND ELIMINATION

3074. Churchwell, M. M. Some causes of retardation in the secondary schools. Master's, 1937. Oklahoma. 66 p. ms.

Presents case studies of retarded pupils in the high school of Norman, Oklahoma, showing the degree of retardation and contributing causes, using information provided by pupils, parents, and teachers. Finds that 38.5 percent of the boys and 27 percent of the girls were retarded; that 9 percent of the boys were retarded more than two years; and that the most frequently given causes of retardation were too difficult work, irregular attendance, changing schools, and dislike of school or teacher.

3075. Dempsey, Maude. Case studies of children retained in primary grades. Master's, 1937. Peabody. 175 p. ms.

Finds that retardation was caused by low IQ's, irregular attendance, poor home conditions, physical handicaps, and late entrance.

3076. Ferguson, Ora F. The extent of elimination from public high schools in Harrison county, Iowa, and the apparent causes and remedies for the situation that exists. Master's, 1937. Nebraska. 82 p. ms.

Finds that seven percent more boys than girls were eliminated; that the largest percentage of eliminations occurred in the ninth grade, at the age of 15; that the number of pupils graduating from high school is increasing more rapidly than the total enrollment is increasing; that conditions at home, in the individual and at school cause elimination; that the average high school eliminate is quite different from the average high school graduate; that half of the eliminates have felt a need for additional training; that diverse occupational interests were exhibited by both the eliminates and graduates; and that the attitude of the eliminates' parents towards graduation from high school was favorable.

3077. Haller, William C. Eliminations from Capitol Hill senior high school, Oklahoma City. Master's, 1937. Oklahoma. 78 p. ms.

Studies all eliminations for the years 1935-36 and 1936-37.

3078. Hartmann, Ralph Mathais. Pupil failure of completion of high school work in Nance county for 1933-36. Master's, 1937. Nebraska. 50 p. ms.

Attempts to determine why pupils completing their elementary education did not enter high school or why they dropped out before completing the prescribed 4-year course. Finds that the reasons for failure to enter high school are: Lack of interest, economic factors, poor grades, and health, with lack of interest counting for 46 percent of the total.

3079. Howey, R. C. Causes for the elimination of students from the high schools of Saline county, Kansas. Master's, 1937. Colo. St. Coll. of Ed.

3080. Kibbe, Helen. Factors involved in the elimination of undergraduate students from the University of California at Los Angeles. Master's, 1937. California, L. A.

3081. Paporozzi, Frank A. A study of pupil elimination from Garfield high school, 1929-1935. Master's, 1935. St. T. C., Upper Montclair. 71 p. ms.

3082. Papl, J. B. Relation of placement test scores to mortality and scholastic ratings, class entering fall term of 1932. Cedar Falls, Iowa state teachers college, 1937. 27 p. ms. (Research report no. 26)

†3083. ——— Relation of placement test scores to mortality and scholastic ratings, Class entering fall quarter of 1933. Cedar Falls, Iowa state teachers college, 1937. 27 p. ms. (Research report, no. 27)

3084. Rintelmann, Ernst A. Studies of retardation, normalcy and acceleration in a particular school system over a period of 13 years. Doctor's, 1937. Wisconsin.

3085. Silbert, Doris. Retardation as it affects dependent children of dull normal intelligence in regard to vocational adjustment: a study of 114 children under the care of the Westchester county department of child welfare—intelligence quotients ranging from 70 to 89 inclusive. Master's 1936. Columbia.

3086. Wools, Marion A. A study of the causes of the elimination of students in the eighth and ninth grades in the central junior high school, Kansas City, Kansas. Master's, 1937. Kans. St. T. C., Emporia. 51 p. ms.

#### STUDENT SELF-GOVERNMENT

\*3087. Bish, Charles Edward. A study of student government as a form of student participation in the senior high schools in the District of Columbia. Master's, 1937. George Washington. 123 p. ms.

Ascertains the extent of pupil participation in student government activities as indicated by a number of the more extensive surveys contained in the literature of the last two decades; surveys the student government organizations in five of the six senior high schools of the District of Columbia; and evaluates student government as a functioning aspect of the life of the Woodrow Wilson high school.

3088. Clement, Helen Nims. A survey of student participation in government in the junior high schools of San Jose. Master's, 1937. Stanford.

3089. Connolly, Marguerite Elise. A study of the student council in the secondary schools of San Francisco, California. Master's 1937. Stanford.

3090. Ferrell, Dofough H. Proposed plan of student participation in school control of Port Arthur high school. Master's, 1937. Texas.

3091. Gembler, Elvin P. Student participation in school government and administration. Master's, 1937. Nebraska. 79 p. ms.

Attempts to determine to what extent pupils participate in the government and administration of the school, what forms of organizations provide for pupil participation, and the factors which contribute to or hinder the success of such a program. Finds the fact that 78.6 percent of the schools selected throughout the North central states declare they are making an effort to train for citizenship by affording pupils an opportunity to participate in the government of the school, is convincing evidence of a nationwide interest in an experimentation movement. The undertaking requires a high type of leadership on the part of the principal and his teacher. The student council is the typical student organization which is delegated responsibilities. The success of the enterprise depends upon the degree of teacher-pupil cooperation.

3092. Griggs, James Oliver. The extent of student participation in high school control in the state of Washington. Master's, 1937. Washington. 128 p. ms.

Analyzes replies to questionnaires received from 148 secondary schools in the state of Washington relative to the degree of student participation in their activity program. Finds that the activity program in most schools is a faculty, rather than a student program and that greater student participation in real responsibilities is needed.

3093. Sivells, Marguerite. The student council congress of southeastern Oklahoma. Master's, 1937. Texas.

## TEXTBOOKS

3094. Austin, Annie Ruth. An analysis of reading workbooks for first and second grades. Master's, 1937. Peabody. 85 p. ms.

Analyzes 10 sets of workbooks, and finds that they contain exercises of a type which may be used to attain valid reading objectives.

3095. Baker, Elmer F. A mathematical analysis of problems in Carl Miller's *An introduction to physical science*. Master's, 1937. Iowa.

3096. Barczewski, Walter. Needs for vocabulary study in plane geometry as revealed by an investigation of two standard textbooks. Master's, 1937. Iowa.

3097. Beard, Mrs. May Claire. Virtues portrayed in American primary readers between 1800-1850. Master's, 1937. South. Methodist. 80 p. ms.

3098. Bettcher, Elizabeth E. Comparison of the vocabulary in sixth grade readers by Gates and Elson with Thorndike's 20,000 word list. Bloomington, Butler university, 1937. 177 p. ms.

3099. Black, James Elmo Lennox. An analysis of textbooks to determine the status of general mathematics in grades seven and eight. Master's, 1937. Chicago. 135 p. ms.

3100. Bridwell, Oren Francis. Trends and comparisons of mathematical concepts and skills found in certain high school physics textbooks. Master's, 1937. Colorado. (Abstract in: *University of Colorado studies*, 25: 43-44)

Attempts to determine whether or not the modern high school physics textbook is appreciably more or less mathematical than the textbook of about 1900. Finds that there have been no significant changes in the kinds of mathematical concepts or in the relative emphasis accorded them; that there has been a tendency to make the textbooks less mathematical by adding non-mathematical reading and problem materials in considerable quantity and by simplifying the mathematics of the problems; that the whole body of the mathematics occurring has remained almost constant; and that the use of concepts has been slightly decreased, and the use of skills has been slightly increased.

3101. Brown, Florence E. An analysis of the content and teaching devices of eight fourth grade geography texts. Master's, 1937. Pittsburgh. (Abstract in: *University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications*, 13: 377-78)

Finds that the content and organization used in the fourth-grade geographies have embodied, to a great extent, the modern spirit of geography as set forth by modern geographers; that the authors adhere to the modern viewpoint in that there are many specific abilities which train in different skills and study habits; that the authors all advocate tests which are in most cases graded; that all the geographies recommend practice in using books effectively to teach the pupils how to study; that most of the writers agree that maps, globes, pictures and drawings are essential to the study of geography; and the textbooks agree that frequent review is necessary.

3102. Bullion, Dovilu. Social virtues in primary readers in Texas. Master's, 1937. South. Methodist. 115 p. ms.

Attempts to find out what social virtues are emphasized in the adopted reading texts for the primary grades in Texas, studying attitudes towards home life, personal qualities of social value, examples of thrift and economy and civic relations and patriotism.

3103. Byrne, Mrs. Helen C. The place of the textbook in the teaching of sixth grade English in the modern school. Master's, 1937. Denver. 54 p. ms.

Evaluates the place of English textbooks in the modern school, and determines the extent to which three recent textbooks contribute to an improved English program in the sixth grade. Finds that textbooks are of value in the modern program in carrying on the activities of the program although a given book does not treat all the essential English topics. Suggests that copies of more than one book be available to the pupil.

3104. Campbell, Theola. An analysis of the content of certain intermediate grade readers. Master's, 1937. Peabody. 78 p. ms.

Analyses 33 readers adopted in the southern states for the school year 1936-37.

\*3105. Clemente, Tito. A comparative study of the vocabularies of Philippine and American readers for the first grade. Doctor's, 1937. Columbia. Manila, Carmelo and Bauermann, 1937. 115 p.

Attempts to compile a reading word list suitable for use in the first grade of the Philippine public schools and to determine whether there are any significant differences between the vocabularies of the Philippine and American first-grade readers. Analyzes 16 first-grade readers, five of which were written especially for Filipino first-grade children, and 11 of which were American readers, six of which are used as supplementary readers in the first grade in the Philippines. Finds that the vocabularies of the Philippine and American first-grade readers do not differ significantly in respect to the number and percentage of important words and of words occurring only once or 10 or more times. This indicates that the Philippine readers have not been adapted to the psychological and linguistic needs of Filipino children in the primary grades.

3106. Craig, Melba Lydia. An analysis of fourth grade readers. Master's, 1937. Texas.

3107. Crowe, Flora Estelle. The use of phonics in primary readers adopted as basal texts in Texas since 1925. Master's, 1937. Texas.

3108. Davis, Charles M. An analysis of the general science textbooks used in the Kansas schools since 1915. Master's, 1937. Kans. St. T. C., Emporia. 71 p. ms.

\*3109. Davis, Vincent Alexander. The literature of advanced school readers in the United States, 1785-1900. Doctor's, 1934. Chicago. Chicago, University of Chicago libraries, 1937. v. p.

Presents the results of a historical survey of the literature of advanced school readers in the United States, from 1785-1900; attempts to evaluate the literature; and sets up criteria for determining different degrees of literary excellence.

3110. Decker, D. G. An analysis of the content of three series of elementary science books. Master's, 1937. Colo. St. Coll. of Ed.

3111. Dixon, Minnie McClellan. A study of personages in four European history textbooks. Master's, 1937. Peabody. 63 p. ms.

3112. Dolores, Sister Mary Carmel. An analysis of the content of five college physics texts. Master's, 1936. Washington. 72 p. ms.

Compares the pedagogical, psychological and physical make-up of the texts.

3113. Douglas, O. B. A summary of opinions as to differences between basal and supplementary readers. Austin, University of Texas, 1937.

3114. Duffield, Minnie Mae. A study of distribution of vocabulary practice in preprimers. Master's, 1937. Washington. 84 p. ms.

Presents the distribution of vocabulary practice in 14 preprimers published during the 5-year period from 1932 to 1936.

3115. Eggleston, William C. jr. A critical evaluation of nine junior business textbooks. Master's, 1937. Denver. 146 p. ms.

Purposes to determine the relative worth of nine junior business books as junior high school texts, published or revised during or subsequent to the year 1935.

3116. Emmitt, Hilma Reid. The implications of the vocabularies of the preprimers, primers, and first readers in 10 recent reading series in the selection of kindergarten activities. Master's, 1936. Ind. St. T. C. 179 p. ms. (Abstract in: Teachers college journal, 8: 72-73, July 1937)

3117. **Frederick, Lila R.** The foreign language textbooks of France and the United States. Master's, 1937. Colo. St. Coll. of Ed.

3118. **Gemmell, W. M.** The relative effectiveness of traditional textbook and the pupil-activity textbook in the teaching of first year algebra. Master's, 1937. Colo. St. Coll. of Ed.

3119. **George, Ealom Jasper.** A comparative and critical analysis of American history texts. Master's, 1937. Kansas.

3120. **Glenny, Mary Jeanette.** Discussions of stuttering in current college textbooks in the fields of child psychology, educational psychology and public speaking. Master's, 1937. Iowa.

3121. **Gonnely, Ellen Margaret.** Study aids as disclosed by an analysis of ninth grade mathematics textbooks. Master's, 1937. Chicago. 103 p. ms.

3122. **Gruener, Sylvia.** The use and construction of maps in geography textbooks. Master's, 1936. Chicago. 103 p. ms.

3123. **Haddix, Fay Elaine.** A comparative analysis of textual materials in plane geometry, in the United States, since 1821. Master's, 1937. Oklahoma. 30 p. ms.

3124. **Hanshaw, C. E.** A study of the vocabulary burdens of a textbook of chemistry and a textbook of physics. Master's, 1937. Michigan.

3125. **Harris, Evangeline E.** The preparation of a supplementary reader especially adapted for Negroes. Master's, 1937. Ind. St. T. C. 34 p. ms. (Abstract in: Teachers college journal, 8: 95, July 1937)

Attempts to determine whether there was a demand for a supplementary reader of this kind, to write a reader which would compare favorably with other readers of like nature, and to create enough enthusiasm for this book to encourage other writers to make similar contributions.

3126. **Henson, Mary B.** The treatment of personages in three American history textbooks. Master's, 1937. Peabody. 59 p. ms.

3127. **Hicks, Isaac Albert.** The evaluation of beginners typewriting manuals and desirable material suggested. Master's, 1937. West Texas St. T. C. 139 p. ms.

Measures 15 manuals of typewriting, and suggests desirable material for a suitable manual for beginners in typewriting of college freshman rank.

3128. **Hodge, Faye Hall.** A critical survey of methodology in spelling. Master's, 1937. Oklahoma. 61 p. ms.

Surveys five spelling texts published by standard companies. Finds that the methods used in the five texts agree in some instances, but disagree in most instances; that some of the texts gave assignments that would be impossible for the teacher to grade or evaluate.

3129. **Hofer, Harvey Arthur.** A case study of the textbook rental system in 16 southeastern Iowa schools. Master's, 1937. Iowa.

3130. **Howe, Harold Byron.** An evaluation of 10 band books of technical exercises. Master's, 1937. Southern California.

3131. **Hughes, Byron Zollicoffer.** The overlapping of science textbooks used in Texas high schools. Master's, 1937. Texas.

3132. **Hyatt, Mable I.** The citizenship content in third grade readers. Master's, 1937. Ohio Univ. 86 p. ms.

3133. Irwin, Lena S. Capitalization and punctuation in elementary language textbooks. Master's, 1937. Colo. St. Coll. of Ed.
3134. Johnson, Mabel Sophia. Trends in materials and methods of teaching syntax in English grammars from 1800 to 1930. Master's, 1937. Texas.
3135. Jones, Roseboro Eugene. An analysis of the vocabulary burden in 12 elementary French readers. Master's, 1937. Ohio State. 86 p. ms.  
Finds that the textbooks studied vary greatly in the type of vocabulary used, and that there is a need for simpler elementary French reading texts.
- \*3136. Katz, Murray. The westward movement in secondary school textbooks, 1865 to the present. Master's, 1937. New York. 43 p. ms.
3137. Kelly, Clyde E. A study of current first grade reader manuals. Master's, 1937. Peabody. 160 p. ms.  
Examines the manuals for 13 first-grade readers of 10 basic sets, to determine the conformity in mention by the various authors of the important factors in first-grade reading, and types and procedures in first-grade reading.
3138. King, Homer. A study of consumer-business concepts found in junior and senior high school textbooks in the United States. Master's, 1937. Iowa.
3139. LaBue, Jimmae. Changes in materials and methods in sixth grade grammar textbooks used in the Texas public schools since 1900. Master's, 1937. Texas.
3140. Latham, Desdemona. A descriptive analysis of the pictures appearing in the primary pupil leaflets of four denominational Sunday school lesson series. Master's, 1936. Presbyterian Coll. 125 p. ms.  
Analyzes 1,505 pictures used over a three year period in the primary lesson courses of four denominational publishing houses. Finds that publishers do not always use the most artistic pictures available, and that no one series was ideal throughout in its character building values.
3141. Layton, Theodore R. An evaluation of the new cooperative series of vacation church school texts (based on their use in the state of New Jersey in 1935). Master's, 1936. East. Baptist. 101 p. ms.  
Analyzes replies to a questionnaire sent in by supervisors and teachers who have used the texts in vacation church schools. Finds that the texts are adaptable for both denominational and community type schools and are suitable for long-term and short-term schools; that most of the supervisors were favorable to the texts but felt that there was room for improvement in vacation church school materials.
3142. Lewis, Ansel G. Analysis of high school history textbooks from 1836 to 1936. Master's, 1937. Butler. 62 p. ms.  
Analyzes 25 high-school histories and finds great improvement in binding, and illustrating, but an inferior quality of paper used. Shows that histories are no longer written by professional textbook writers, but by authorities in the field, and that much less emphasis is placed on war in later books and more emphasis on industrial and social development.
3143. Leiftuchter, Sister M. Ephrem. An analysis of some current geography texts in the light of the aims of Catholic education. Master's, 1937. Catholic Univ. 86 p. ms.  
Examines representative geographies in general use in the upper grades of the elementary schools of this country to discover and to set forth whether or not materials proper to the Catholic geography are available in these current texts.
3144. Loventhal, Mattie. Subject matter and methods in general mathematics textbooks. Master's, 1937. Texas.
3145. McGee, Mildred Montana. A study of German cultural readers published in the United States since 1920. Master's, 1937. Stanford.

3146. McKnight, Mary I. Personages in college and high school American history textbooks. Master's, 1937. Peabody. 49 p. ms.

Deals with the personages mentioned in a college, a senior high school, and a junior high school textbook, and finds a wide variation as to the personages and the number of personages mentioned.

3147. McNeil, Donald Francis. An investigation of the content of eight first-year Greek books. Master's, 1937. Southern California.

3148. Madden, Cecil J. A classification of the concepts treated in five recent textbooks in general science. Master's, 1937. Iowa.

3149. Martin, Wallace Lester. An analysis and evaluation of music appreciation textbooks for junior high school. Master's, 1937. Southern California.

3150. Michelson, Donald. Personages on three levels in American history textbooks. Master's, 1937. Peabody. 53 p. ms.

Examines the treatment and amount of space devoted to the personages in three American history textbooks, and finds that of the 1,308 personages mentioned, only 196 were common to all three books, and that an overwhelming proportion of them were identified with politics and government, and military and naval affairs.

3151. Middleton, M. H. Comparison of verbal problems in older with more recent textbooks in algebra. Master's, 1937. Colo. St. Coll. of Ed.

3152. Minnick, Ralph Ora. The emphasis given by the Indiana state adopted texts to the leaders in the development of our country. Master's, 1937. Indiana. 98 p. ms.

3153. Monohan, Sister Mary James. A comparative study of seven texts in adolescent psychology. Master's, 1937. Creighton.

3154. Moss, Josephine Ann. An analysis of the methods and materials of 20 elementary French grammars. Master's, 1937. Texas.

3155. Murray, Louise Griffin. Personages in ancient and medieval history to 1789. Master's, 1937. Peabody. 110 p. ms.

3156. Nichols, Hazel Garner. Latin America and senior high school American histories. Master's, 1937. Peabody. 138 p. ms.

Studies the treatment of material on Latin America in history textbooks published since 1930. Finds that writers of American history textbooks are little influenced by what national and international authorities in the fields of education and Latin American diplomacy say should be taught concerning Latin America.

\*3157. Nystrom, Wendell C. The selection and provision of textbooks with special reference to Kansas. Doctor's, 1936. Kansas. [Lawrence, W. C. Nystrom, 1937] 125 p.

Analyses and interprets data on the present status of textbook legislation and practices in the various states; the results of the present textbook policy in Kansas; the financial implications of the state printing of textbooks; and presents a program for the selection and provision of textbooks in Kansas.

3158. Oliver, Mary Alice. Vocabulary gradation of six French texts. Master's, 1937. Peabody. 81 p. ms.

3159. Osman, George W. Textbooks and supplementary source materials in high school health education. Master's, 1936. Ind. St. T. C. 58 p. ms. (Abstract in: Teachers college journal, 8: 81-82, July 1937)

Attempts to determine the aims of health education in the high school; to establish criteria for the selection of textbooks to meet these objectives; and to select a list of textbooks suitable for use in high-school health instruction.

3160. Payne, Clyde Harry. Trends in bookkeeping as evidenced in recent textbooks. Master's, 1937. Southern California.

3161. Peterson, Walter Edward. An analysis of college physics textbooks for principles involved in medicine and dentistry. Master's, 1937. Chicago. 81 p. ms.

3162. Phillips, Phyllis Josephine. A gradation of six Spanish texts. Master's, 1937. Peabody. 57 p. ms.

Compares the idiom vocabularies of six second-year Spanish readers with Keniston's idiom list. Finds that there are approximately as many idioms in the readers studied as there are in the Keniston list; that there is no sequence in which these books should be read as they have so few idioms in common, or in common with the Keniston list.

3163. Potzger, John E. What tree is that? Indianapolis, Butler university, 1936. 44 p.

Presents a work book and textbook on the study of trees in the elementary schools.

3164. Rae, Mary Brown. The construction of a scorecard for use in the analysis of modern foreign language texts. Master's, 1937. Brown. 69 p. ms.

Surveys the use of scorecards in textbook selection. Constructs a specialized scorecard for modern foreign language texts on the basis of material evaluated thru questionnaires and interviews with modern foreign language teachers in public high schools.

3165. Rather, Mary Elizabeth. A gradation of six French texts. Master's, 1937. Peabody. 80 p. ms.

3166. Rhodes, B. Frank, Jr. Concepts of the westward movement in high school textbooks. Master's, 1937. Peabody. 79 p. ms.

Formulates significant, general concepts of the westward movement from material contained in six high school textbooks, and compares the material in these books.

3167. Rockey, Jessie C. A study of the content of secondary school textbooks in biology with reference to student experiences. Master's, 1937. Cincinnati. 71 p. ms.

Compares six widely used textbooks in biology in terms of range of material, space devoted to selected topics, vocabulary, and difficulty of content.

3168. Rudisill, Mabel. Selection of pre-primers and primers: a vocabulary analysis. Elementary school journal, 38: 683-96, 767-75, May-June 1938. (Western Kentucky state teachers college)

Analyzes 17 primers and 37 pre-primers, and suggests suitable sequences for the reading of various pre-primers and primers by pupils of different abilities.

3169. Schlagel, Lillian Rudd. A syntax count in 10 French texts used in the Los Angeles city schools. Master's, 1937. Southern California.

3170. Schrock, Archy T. An analysis of textbooks in occupations with respect to their emphasis on the major occupational groups. Master's, 1937. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 13: 401-402)

Attempts to analyze occupations texts, typical of those in general use, and to reveal discrepancies and similarities between the way in which they distribute occupational emphasis and the distribution of emphasis that is to be found in life. Analyzes six typical textbooks as to material dealing with 10 major occupations. Finds that more than one-fourth of all occupational information dealt with the professions while less than seven percent of workers were employed in this occupational group; that 21.4 percent of all gainfully employed workers are engaged in some kind of farming, less than nine percent of textbook space devoted to occupational information discussed their work, and that in other fields the discrepancies noted were less significant; that more than 40 percent of the space in the textbooks examined was devoted to general information, the largest part of which was devoted to helping the student plan and prepare for vocational life; and that homemaking as an occupation was given less than two percent of all textbook space.

3171. Seem, Mary Hutchison. Annotated bibliography for chapter 5 of *Experience curriculum in English*. Master's, 1937. Peabody. 263 p. ms.

3172. Shetter, Floyd A. Rental textbooks for rural schools. Master's, 1937. Iowa.

3173. Smith, Euphemia. A brief survey of the change in definition of common words in English dictionaries. Master's, 1937. Stanford.

3174. Smith, Laban Conrad. A simplified version of the *Merchant of Venice* prepared and experimentally compared with the original as a school text. Doctor's, 1937. Wisconsin.

\*3175. Spieseke, Alice W. The first textbooks in American history and their compiler, John M'Culloch. Doctor's, 1937. T. C., Col. Univ. New York, Teachers college, Columbia university, 1938. 135 p.

Gives a brief sketch of M'Culloch's life, and describes his histories of the United States compiled in 1787 and in 1795. Starts a compilation of a bibliography of textbooks and a survey of history teaching in the early days of the United States.

\*3176. Stafford, Margie Helm. An analysis of the vocabularies of four music textbooks designed for second grade use; based upon standard alphabetical lists of words for primary grades. Master's, 1936. Syracuse. 116 p. ms.

Analyzes the vocabularies of the four most popular second-grade music textbooks, and finds that second-grade readers present a smaller vocabulary than music texts for the same grade, and that music texts do not supplement one another from the standpoint of vocabulary, that music texts are designed for the use of the pupil but include a number of music terms intended primarily for the use of the teacher, and that the authors and publishers of music texts have not based the vocabularies of their texts on a scientific study of the standard reading vocabularies for the second grade.

3177. Sullivan, Sister M. Christina. An analysis of the phonetic elements in the New Gates' primary reading vocabulary. Master's, 1937. Catholic Univ. 51 p. ms.

Analyzes Gates' *Reading vocabulary for primary grades*, revised and enlarged, to determine the frequency of the various word elements ordinarily used in the teaching of phonics. Agreement with high frequency in this list would be important, since Gates' scientifically prepared word list forms the basic vocabulary of many modern primary readers. Due to the wide divergence in the various frequencies it may be deemed advisable to teach only those phonetic elements that occur with the highest frequency in the Gates' list.

3178. Thomas, Julius Harold. An analysis of opportunities offered for functional thinking in recent ninth grade mathematics textbooks. Master's, 1937. Ohio State. 68 p. ms.

3179. Tilman, Florence Ann. A comparison of certain high school algebra textbooks. Master's, 1937. Alabama. 77 p. ms.

3180. Unruh, Adolph. Statistical word analysis of *Healthy living* and *Keeping well*—Fowlkes and Jackson. Master's, 1937. Wisconsin.

3181. Vayette, Kenneth E. An analytical study of the responses of children to certain geography textbook pictures. Master's, 1937. Iowa.

3182. Vinson, Glenn. An analysis of exercises in recent textbooks in United States history. Master's, 1937. Texas.

3183. Wallace, Sarah Alice. The geographical materials contained in readers for the first three grades. Master's, 1937. Oklahoma. 54 p. ms.

Reveals that there is an adequate amount of geographical material integrated in the study of reading in the first three grades though the amount of geographical content in the 10 series of readers ranged from 7.1 percent to 26.1 percent.

3184. Watson, Thomas Ford. Expenditure for textbooks by pupils of the Crossville school during the year 1935-36. Master's, 1937. Alabama. 57 p. ms.

3185. Weaver, David Oliver. A quantitative study of recent general science textbooks. Master's, 1937. Denver. 52 p. ms.
3186. Weide, Ralph L. A study of vocabulary difficulty of certain textbooks in high school chemistry. Master's, 1937. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 13: 400).  
Finds that chemistry textbooks present serious vocabulary difficulties which hinder students from obtaining proper understanding of the subject matter.
3187. Welch, Howard J. Hebrew history in general history high-school texts. Master's 1937. Peabody. 40 p. ms.
3188. Woodruff, Fannie Maria. Correspondence with which first grade reading texts meet the need for free reading in recent primary literature books. Master's, 1937. Iowa.
3189. Wright, Genevieve. An analysis of 47 elementary school books in reading, English, hygiene, geography, and science for science content. Master's, 1937. Indiana. 342 p. ms.

### SCHOOL BUILDINGS AND EQUIPMENT

3190. Adee, Clayton H. A combination of music-auditorium-gymnasium room. Master's, 1937. Nebraska. 100 p. ms.  
Gives data on practices employed in educational planning of music rooms, auditoriums, gymnasiums, and combinations of such rooms. Devises a plan for a room in which music, auditorium and gymnasium activities could be carried on.
3191. Blair, Herbert. Physical education facilities for the modern junior and senior high school. Doctor's, 1937. T. C., Col. Univ.  
Tries to determine to what extent the facilities that are provided for the physical education program in junior and senior high schools conform to the standards generally recognized by educators as being necessary to carry out an adequate education program, as shown by a study of Massachusetts, New York, New Jersey and Pennsylvania.
3192. Bunch, D. J. Floor maintenance in 13 small schools of Nebraska. Master's, 1937. Colo. St. Coll. of Ed.
3193. Carey, Fred M. Effect of the county unit bill on the high school in West Virginia. Master's, 1937. Kentucky. 78 p. ms.  
Reviews briefly the conditions which led up to the establishment of the county unit system of local school administration in West Virginia, and attempts to analyze the effects of the reorganization on qualifications and salaries of teachers, improvement of buildings and equipment and the general efficiency of the high schools maintained.
3194. Carney, Willie Belle. Survey of rural school lunchrooms of Davidson county, Tenn. Master's, 1937. Peabody. 84 p. ms.
3195. Carpenter, W. W. The junior college building and its equipment. In American school and university, ninth annual edition, 1937: 39-45. (University of Missouri)  
Analyzes data on 172 building projects undertaken at 97 junior colleges.
3196. ———, King, L. W. and Viles, N. E. A survey of the school plant facilities in Crystal City, Missouri. Jefferson City, Missouri State department of education, 1937. 52 p. ms. (University of Missouri)
3197. Castetter, William Benjamin. Trends in rules and regulations governing school building construction in the United States. Master's, 1937. New Mexico. 88 p. ms.

3198. Caulton, Marion Elliott. A critical survey of physical equipment provided for primary children. Master's, 1937. Peabody. 116 p. ms.

3199. Cobb, Jasper David. Housing and equipping the biology department of large Texas high schools. Master's, 1937. Texas.

3200. Cook, Eugene Henry. The physical conditions and certain financial data of the schools of Clark county, Washington. Master's, 1937. Washington. 62 p. ms.

3201. Crutcher, A. L., II. Auditorium and stages in Kentucky secondary schools. Master's, 1937. Kentucky. 202 p. ms.

Reviews the literature of the function of the auditoriums and stages in the education program of the secondary school. Surveys the present status of the auditorium and stage in Kentucky high schools and points out the hindrances resulting from improper structure of stages and the handicaps to the curricular and extracurricular programs resulting from failure to appreciate the proper function of the auditorium. Presents in contrast the desirable and undesirable structure and equipment of auditoriums and stages in the American high schools.

3202. Dale, George B. Dust recovery in the school laboratory with special reference to health and safety. Master's, 1937. Ohio State. 160 p. ms.

Finds a need for, and application of dust recovery systems in school industrial arts laboratories for the safety and health of pupils.

3203. Dfebel, Clarence. The utilization of the public school buildings of Eugene, Oregon. Master's, 1937. Oregon.

\*3204. Fuller, Edward H. A secondary school building program for Darien, Connecticut: a study to determine a policy and a program for secondary school building facilities for the Darien, Connecticut, public schools. Doctor's, 1937. New York. 118 p. ms.

Surveys briefly the educational history of Darien, and develops and establishes a tentative plan for future secondary school building facilities.

\*3205. Gibson, Eileen M. How to equip a social studies laboratory at minimum expense. Master's, 1936. St. T. C., Upper Montclair. 71 p. ms.

Shows the ways and means by which a teacher can equip a social studies laboratory without purchasing all of the equipment.

3206. Gracey, Frank M. A history of secondary school architecture in Massachusetts. Doctor's, 1937. Boston Univ.

3207. Hansen, John G. A program for requisitioning, purchasing, and distribution of school supplies for the superior public schools. Master's, 1937. Nebraska. 54 p. ms.

3208. Hatfield, Cleburne Barnes. The design and construction of school buildings. Master's, 1937. Tennessee. 227 p. ms.

Studies the principles of good design and good planning in school building construction; the advantages of good esthetic surroundings for the child; the use of the survey technique in the selection of sites for school buildings; the cost of representative school buildings; the application of principles of educational engineering in working out the floor plan, and the materials and methods of good construction. Finds that a building of good design costs little more per cubic foot, or per pupils accommodated, than a poorly planned and poorly designed building; that most school buildings are inadequately lighted; that a large percent of school buildings are poorly planned, and that floor space is not efficiently utilized.

\*3209. Hodge, Oliver. The administration and development of the Oklahoma school land department. Doctor's, 1937. Oklahoma. Norman, University of Oklahoma, 1937. 97 p.

Discusses federal endowments in Oklahoma, the common school, state educational institution, university, university preparatory school, agricultural and mechanical college,

normal school, colored-agricultural and normal university funds, the public building and the union graded and consolidated school district funds, and investigations of the school land department.

3210. Holmstedt, Raleigh W. and others. Report of the survey of school buildings, Knight township, Vanderburg county, Indiana. Bloomington, Indiana university, 1937. 59 p. ma.

3211. Jones, Frank Harvey. A survey of the Montebello school housing and building program. Master's, 1937. Southern California.

3212. Klingensmith, Willey Peter. Utilization of space in building plans of elementary school buildings in Chicago, 1878 to 1937. Master's, 1937. Chicago. 110 p. ma.

\*3213. McCullough, Ashley M. A critical analysis of the fuel management program for schools: selected New Jersey cities compared with nation wide practice. Doctor's, 1938. T. C. Col. Univ. New York, Teachers college, Columbia university, 1937. 141 p. (Contributions to education, no. 713)

3214. Mann, William Finlay. Investigation of sawtooth construction for secondary school building in Los Angeles. Master's, 1937. Southern California.

3215. Marsh, Arley. Building construction for a small high school with a maximum enrollment of 500 students. Master's, 1937. Oregon.

3216. Moseng, Lloyd Raymond. Space distribution in junior high school buildings. Master's, 1937. Kentucky. 57 p. ma.

Attempts to establish standards for the allotment of space in junior high school buildings, based on the practices found in the more modern junior high school plants.

3217. Nielsen, Otis A. A study of college dormitory cooperatives. Master's, 1937. Idaho.

3218. Ownsby, Warthen Stone. A study of auditory acuity in the Cleburne, Texas public schools. Master's, 1937. Texas.

3219. Pandolfi, Dominic P. Storage and distribution of supplies of school systems in cities of from 15,000 to 30,000 in population. Master's, 1937. Chicago. 72 p. ma.

3220. Pierce, Charles B. The selection of school supplies. Master's, 1937. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 18: 398-99)

Surveys, classifies, and analyzes current practices in selecting school supplies in school systems of the United States above 20,000 in population and in selected districts between 5,000 and 20,000; and develops criteria for the selection of school supplies.

3221. Richard, Zula Cook. A modern cottage for teaching home economics. Master's, 1937. Louisiana State.

Investigates practices now in use in planning and furnishing home economics cottages, and the types and cost of furnishings and equipment needed for the proposed cottage at the Rayne high school.

\*3222. Smith, Leonidas James. A building program for the Massillon public schools, Massillon, Ohio. Master's, 1937. Cornell. 167 p. ma.

Surveys the school buildings of Massillon; discusses the expansion of the city, the school organization and enrollment, utilization of school buildings; evaluates the individual elementary, junior and senior high schools, school finance and business management, state sources of revenue, relationship of the per pupil cost in each building; compares overlapping bonded indebtedness of 19 Ohio cities; points out school building needs; and suggests ways of planning for the necessary school buildings to meet prospective needs according to growth of the city.

3223. Strayer, George D., Engelhardt, N. L. and others. The present school buildings, the school curriculum and the school building needs of Ridgefield, Connecticut: a report of a survey of these and associated problems of the Ridgefield schools. Ridgefield, Conn., Ridgefield press, 1937. 51 p. (Teachers college, Columbia university)

3224. Titus, Ralph E. The development of a new type of apparatus for the gymnasium. Master's, 1937. Iowa.

3225. White, George. Regulations pertaining to the use of school property by the public in city school systems. Master's, 1937. Chicago. 80 p. ms.

3226. Williams, H. A. A building program for Fruita union high school district. Master's, 1937. Colo. St. Coll. of Ed.

#### JANITORS

3227. Carpenter, W. W. Cleaning and sanitation problems. In National association of public school business officials. Proceedings of the twenty-fifth annual meeting, p. 67-73. (University of Missouri)

#### SIOLOGY, EDUCATIONAL

3228. Atkeson, Wilma E. Socio-economic education in high school, with special reference to Kansas. Master's, 1937. Kansas.

3229. Bice, Martha Adele. A study of the effects of replacements in foster homes and institutions on dependent children in Los Angeles county. Master's, 1937. Southern California.

3230. Blumenthal, Ralph H. Attitudes of non-Jewish college students toward the Jewish people. Master's, 1937. Tennessee.

Studies, by means of questionnaires, the attitudes of non-Jewish students in various sections of the United States toward the Jewish people, stressing the nature, extent, sources, and causes of racial and religious prejudice. Uses samplings obtained from students in these colleges and universities: Bryn Mawr, Birmingham Southern, Cincinnati, Florida state college for women, Fordham, Indiana, Kansas, Minnesota, Mississippi, Montana, South Dakota, South Carolina, Tennessee, Texas, University of Washington, and Xavier. Shows that social and economic interests were predominantly determinant of most prejudicial attitudes, with religious beliefs playing a far less significant role than is popularly supposed; that racial and political forms of prejudice were relatively infrequently expressed; that intermarriage was disapproved of mostly because of religious and cultural differences, and that Hitler's treatment of the Jew was almost universally condemned.

\*3231. Brown, Luna Bowdoin. The county as a unit of operation under the Social security titles as administered by the Federal Children's bureau. Master's, 1936. New York. 145 p. ms.

Attempts to ascertain the trend in the use of the county as a unit of administration in rural areas as shown by state plans for federal grants-in-aid for child welfare purposes; to relate the problems of the best unit for social welfare purposes to the problems of the best unit for governmental purposes in the light of recent trends; and to determine what precedents have been established by the fields of public education and public health as the best unit of local administration. Presents the Maryland plan in detail, and gives résumés of approved plans for 33 states and the District of Columbia to show the trends in the local administration of these state plans.

\*3232. Carpenter, J. Henry. Survey of Protestant social service in New York City: the outlook for cooperative Protestant action. Doctor's, 1937. New York. 162 p. ms.

Presents a picture of the Protestant churches, organizations, and societies in New York City in relation to social service and relief in 1934, at the peak of the depression. Shows the lack of unity in the group, the expectation that non-sectarian and governmental

agencies will carry the bulk of the load, and the need for better organization for Protestant social service.

3233. Conner, Leva M. Status of youth 15 to 24 years of age, still in the homes of parents of rural relief and non-relief households in two counties in Oklahoma. Master's, 1937. Okla. A. & M. Coll.

Attempts to determine the socio-economic status of youth living in the homes where Federal emergency relief was granted, as compared with youth living in households where no relief was granted during the period January 1, 1930 to October 1, 1933. Finds that the youth living in the households where relief was granted faced serious problems of socio-economic adjustment. Shows the need for occupational guidance and training from the study of the type of employment engaged in by the minority of young people who were working, as well as by those who were unemployed and seeking work. Indicates a need for some means of stimulating interest in group activities among youth, and the development of new forms of social participation in formulating a recovery program for rural communities in Oklahoma. Shows that in most instances, youth in relief households lived under less favorable conditions, both socially and economically as well as having less educational and employable training to reach a satisfactory social adjustment, than were the youth in non-relief households.

†3234. Conner, Maynard C. and Bing, William K. An economic and social survey of Patrick county. Charlottesville, University of Virginia, 1937. 102 p. (University of Virginia record. Extension series, vol. 21, no. 6)

Studies the history, natural resources, population trends, towns and neighborhoods, commerce and industry, agriculture, wealth, debt and taxation, schools and educational trends, health and welfare, and the standard of living of Patrick county.

3235. Cordor, Florence Victoria. Effects of the depression upon women's attitudes; a field study. Master's, 1936. Columbia.

3236. Dagnoff, Z. Participation in homemaking activities by 300 fathers; 150 professional men. Master's, 1936. Iowa St. Coll.

Finds little difference in the total amount of participation by professional and non-professional men in homemaking activities; that education of the father had no significant association with home participation; and that fathers evidenced more enjoyment in child care than any other phase of homemaking.

†3237. Davidson, Percy E., Anderson, H. Dewey and Shlaudeman, Karl. Occupational mobility in an American community. Stanford University, Stanford university press, 1937. 203 p.

Presents a study of the occupational backgrounds, vocational training, induction into employment, occupational adjustment, social and welfare circumstances of professional, proprietor, clerical, skilled, semiskilled, and unskilled workers in San Jose, Calif.

3238. Dyer, J. P. Education and crime. Master's, 1937. Tennessee. 69 p. ms.

Studies the educational status of prisoners in the various state and federal prisons of the United States and expert opinions as to the relation of education and crime. Shows that mere education would not reduce crime; but that character training and education will aid greatly in reducing crime.

3239. Farquear, Lucile J. Areas of human activity and problems of life. Master's, 1937. Mississippi. 244 p. ms.

3240. Ferguson, Anne Louise. The organization of a course in social problems for the twelfth grade. Master's, 1937. Ohio State. 80 p. ms.

3241. Field, Minna. Psychology of parent child conflict. Master's, 1936. Hunter.

3242. Garner, Gertrude. Trends in personnel selection. Master's, 1937. Tennessee. 150 p. ms.

Studies the gains to management resulting from improved methods of selection, job analysis, the personal interview as a tool in the selection of personnel, the personal history of the applicant, and the use of tests in employment selection.

\*3243. Gellermann, William. The American legion as educator. Doctor's, 1937. T. C., Col. Univ. New York, Teachers college, Columbia university, 1938. 280 p. (Contributions to education, no. 743)

Attempts to give a clear-cut and well-documented picture of the American Legion as an educative force in American society. Shows that teachers' loyalty oaths were promoted by the American Legion, that in its educational program it has given unqualified support to what might be referred to as the symbols of the status quo, that it believes war inevitable and wishes to see America ready for any emergency at home or abroad, that it has found means of perpetuating the ideals for which it stands, that the American Legion has favored no plan of social reorganization which would improve the lot of the under-privileged at the expense of the privileged. Urges that leaders of American education cease to pander to the American Legion, and that children be taught the larger social values, rather than the limited class interests advocated by the American Legion.

3244. Gleason, George. Church group activities for young married people. Doctor's, 1937. T. C., Col. Univ.

Analyzes and interprets information on the form of organization, teaching personnel, membership of group, history, program, educational procedures and church relations of young people in 173 Protestant churches in southern California. Suggests that the center of emphasis in Protestant churches be shifted from urging attendance at preaching services to invitations to congenial fellowship groups where vital personal problems can be mutually met and solved.

3245. Halkyard, Marcita Bernice. The effect of relief status upon the school progress of children. Master's, 1937. Chicago. 52 p. ms.

3246. Hall, Wilbur Eugene. The effect of defined social stimulus material upon the stability of attitude toward labor unions, capital punishment, social insurance, and Negroes. Master's, 1937. Purdue.

†3247. Hanna, Paul B. and others. Youth serves the community. New York, D. Appleton-Century company, 1936. 303 p. (Progressive education association) (Stanford University)

Issues a challenge to educational and social leadership, and discusses the contribution of youth to public safety, civic beauty, community health, agricultural and industrial improvement, civic arts, local history, surveys and inventories, and protection of resources; discusses the contribution of youth in foreign countries to socially useful work, and gives the survey challenge to educational leadership.

3248. Harwood, Edith. A study of the attitudes of high school girls and mothers toward social factors that seem to affect home happiness. Master's, 1937. Colo. St. Coll.

Studies seven similar communities in southern Arizona asking 250 mothers and their daughters similar questions concerning social situations. Shows that there is a wide difference in the attitudes of mothers and their daughters toward social problems and that the degree of difference indicates considerable friction. Suggests remedial work through the formation of adult and parent organizations which will have as their purpose a study of the situation indicated in this investigation and possible techniques for lessening family friction.

3249. Hubbard, Ellis H. A comparison of the achievement of junior high school pupils from families on the relief rolls with the achievement of pupils from families not on the relief rolls. Master's, 1937. Okla. A. & M. Coll.

Studies a group of 185 junior high school pupils, who had completed three years of work, 27 of whom came from families on the relief rolls. Attempts to find the relation between economic status and school achievement. Finds that pupils from families on the relief rolls were found to have lower intelligence, and make lower school marks than those from families not on the relief rolls; that the relief pupils, when given equal advantages of intelligence and attendance make better marks than the non-relief pupils; that relief pupils make higher marks in English and lower marks in science than in any other subject, and that marks made by the non-relief pupils are more variable and more reliable than the marks made by the relief pupils. Concludes that pupils from families on the relief rolls either work harder and achieve more or are given higher marks for an equal amount of work.

3250. Kasserman, Margaret Baker. A handbook for field work students in social case work, Division of social work, University of Pittsburgh. Master's, 1937. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 13: 463-64)

Surveys the opportunity offered by the field work program to test the theories and to practice the techniques of social case work which have been discussed in the classroom. Describes the handbook, and suggests the modification of the field work program with regard to the range of training centers, the amount of time to be devoted to field work by the students, and the field work experiences that might be considered essential.

3251. Kersey, Lloyd C. A study of the relation of education and intelligence to crime in Minnesota. Master's, 1937. Minnesota. 98 p. ms.

Shows that education is a deterrent of crime: and that the feeble-minded are either more criminally inclined than persons of normal intelligence, or are less able to avoid apprehension and conviction.

3252. Laue, Josephine Maxon. A comparative study of social attitudes resulting from different school situations. Master's, 1937. Southern California.

3253. Laughlin, Alfred James. The development of the National Youth Administration in Texas high schools. Master's, 1937. South. Methodist. 160 p. ms.

Gives a history of the development of the NYA in Texas high schools; describes the types of work done by NYA students; and gives a detailed report of the NYA personnel employed by the Mexia, Texas high school.

3254. Loosli, Reha. A comparison of life history and questionnaire methods in the study of family relationships. Master's, 1937. Cornell.

Analyzes schedules checked by students on the types of relationships with members of the family and changes occurring in their families during grade and high school, and since high school. Compares the schedules with autobiographies written by the same students.

3255. Lull, H. G. The Grundies and the Babbitts in a changing civilization: a study in current social lags. Emporia, Kansas state teachers college, 1937. 16 p.

Compares the ideas of the Grundies and Babbitts on current social and educational problems, with facts on these problems. Shows the need for a more rigorous education in democratic ideals and processes.

3256. Mackey, Lila Thrasher. The social and educational aspects of the Tennessee valley authority. Master's, 1937. Peabody. 80 p. ms.

3257. Masters, Ervilla Alice. Standards of living of farm families on the Sand mountain plateau of northern Alabama. Master's, 1937. Iowa St. Coll.

Finds from personal visits to their homes, that many of the families had no desire for a higher standard of living, even if their income would provide it; that these families needed a larger income and more and better education to enable them to make the best use of their present income.

3258. Mather, William G. A statistical analysis of family relations, based on students' autobiographies. Doctor's, 1937. Cornell.

\*3259. Matthews, M. Taylor. Experience worlds of mountain people; institutional efficiency in Appalachian village and hinterland communities. Doctor's, 1936. T. C., Col. Univ. New York, Teachers college, Columbia university, 1937. 210 p. (Contributions to education, no. 700)

3260. Morse, Marion V. Concepts of value and social relationships. Doctor's, 1937. T. C., Col. Univ.

Analyzes the concepts of value operating in the news reports of the activities of all functional organizations named in the New York Times from October 30 to November 20, 1931, and reports in the same paper of some of the same organizations in the spring of 1935.

†3261. Paterson, Donald G., Darley, John G., and Elliott, Richard M. Men, women, and jobs: a study in human engineering: a review of the studies of the Committee on individual diagnosis and training, Minneapolis, University of Minnesota press, 1936. 145-p. (Employment stabilization research institute, University of Minnesota)

Studies various methods of diagnosing the vocational aptitudes of unemployed workers, various types of unemployed workers and their characteristics, re-education and training programs, education in occupational adjustment, and individual diagnosis in employment practice.

3262. Peck, Leigh. An experimental study of children's attitudes toward relief. Austin, University of Texas, 1937.

3263. Plank, Charles Dale. The administration of poor relief in Tippecanoe school district, Lafayette, Indiana. Master's, 1937. Purdue. 39 p. ms.

Determines the cost of providing clothing and books to the children of 84 families over a period of seven years. Analyzes the replies to an attitude scale for four social actions, of the parents and children of the seventh and eighth grades. Finds that the homes of most of the indigent children are broken, or that the father is an unskilled laborer; and that the indigent children come from homes with characteristics similar to the homes of non-indigent children.

3264. Rapp, Robert Edward. Some aspects of the rural relief problem in California as revealed in 10 selected counties. Doctor's, 1937. Stanford. (Abstract in: Stanford university. Abstracts of dissertations for the degree of doctor of philosophy and doctor of education, 1936-37: 103-109)

Analyzes the personal and family characteristics of relief clients, the records of employment, the educational status, the extent of private charity, and the activities of public relief agencies to determine the influence of these factors on the size and composition of the case load of the state relief administration.

3265. Raskopf, Benjamin David. Education of selected groups of rural people of Tennessee. Master's, 1937. Tennessee. 43 p. ms.

Studies 2,873 white and Negro families on the rural relief rolls of Tennessee. Finds that 17 percent of the heads of relief households never attended school, 54 percent had no more than fourth grade schooling, 20 percent had an eighth grade education, and 8 percent attended high school; that male farm operators had more formal education than female operators; that among farm tenants a larger percentage of Negroes than whites had some education; that Negro relief farm operators were better educated than Negro nonfarm relief clients; that white farm owners were better educated than their wives, but that the reverse is true among farm tenants and laborers; that 46 percent of all white and Negro children of relief clients eight years of age have never attended school; that of all white and Negro children 15 to 19 years of age, 10 percent have eighth grade educations, and of all children 20 to 25 years of age, 16 percent have eighth grade educations; that a larger percentage of girls than boys are reported in school, in practically every age group; that the schooling of white children of farm tenants is inferior to that of children of farm owners, or of nonfarm relief clients. Shows that the better educated farmers have the smallest families, and that the value of the family living obtained from the farm increases with the education of the farmer.

3266. Robertson, Sylvester. A study of the content and organization of the social problems course in the secondary school. Master's, 1937. Brown. 36 p. ms.

Attempts to discover the aims, content, and organization actually operative in the courses in social problems in the secondary school by an analysis of textbooks and syllabi.

†3267. Schorling, Raleigh and McClusky, Howard Y. Education and social trends. Yonkers-on-Hudson, N. Y., World book company, 1936. 154 p. (University of Michigan)

Discusses the educational implications of the widening gap between our wants and our ability to satisfy them; the concentration of economic control without a corresponding acceptance of social responsibility; the weakening of the controls for the integration of

personality exercised by religion and the home; the increasing complexity and strain of modern life to which the individual must adjust; the shifting character of the population; the struggle for international cooperation; the clash of world political ideals, with its implied threat to American democracy; the influence of machines and scientific techniques on the number and types of occupations; the widening gap between the expert and the masses; the growing conviction of the masses regarding the desirability of education; and the discovery of the public school by numerous pressure groups as an instrument for the control of the ideas of children.

\*3268. Smith, Chester Artee. Case studies of 30 boys in a Cincinnati district of low socio-economic status. Master's, 1937. Cincinnati. 130 p. ms.

Compares 15 boys who had court records with 16 boys without such records, similar in age and intelligence and from the same low-grade neighborhood. Finds that non-delinquent boys were superior in economic status and in type of companions, amount of wholesome recreation, and in having more parental affection shown to them.

\*3269. Sowers, Alice. Parent-child relationships from the child's point of view. Doctor's, 1937. Cornell. Ithaca, Cornell university, 1937. 7 p. (Abstract)

Analyzes 14,000 statements collected from essays written by 2,000 young people, from 10 to 18 years of age and over, on the subject of the ideal parent. Finds that the young people desire admirable traits in parents, companionship with their parents, discipline to be firm but fair, a voice in the family plans and in decisions affecting them. Shows that their attitudes are not influenced to any great extent by sex, personality adjustment, or by variations in environmental background.

3270. Stevenson, Nellie Elma. A survey of educational and social conditions at the Vista Del Mar orphanage and associated boarding homes. Master's, 1937. Southern California.

3271. Swanson, Elmer V. The family: the organization of a sociological unit for instruction in secondary schools. Master's, 1937. Iowa.

3272. Swingle, Chauncey A. The effects of economic development upon a community. Master's, 1937. Ohio State. 134 p. ms.

Surveys the Franklin rural school district, Muckingum county, Ohio, before and after the location there of the Philo plant of the Ohio power company; studies the educational progress of the district from 1832-1937, and the effects of the economic development on the people.

3273. Weber, Helen O. Case studies of social action. Master's, 1937. Presbyterian College. 102 p. ms.

Presents case studies of social action from Lakeside delegates of the National youth conference, June, 1936, and finds that most youth groups do not know how to proceed with action; that interdenominational groups are more effective than local church groups.

3274. Welsh, Florannah A. A course of study in high school sociology based on opinions concerning needs of society. Master's, 1937. Kansas.

3275. Yearsley, Mary. A vocational study of a selected group of women on the Work Relief program. Master's, 1937. Southern California.

### RACIAL GROUPS, EDUCATION

\*3276. Arsenian, Seth. Bilingualism and mental development: a study of the intelligence and the social background of bilingual children in New York City. Doctor's, 1937. T. C., Col. Univ. New York. Teachers college, Columbia university, 1937. 164 p. (Contributions to education, no. 712)

Studies 1,152 Italian and 1,196 Jewish children in two elementary schools in New York City. The schools are located in sections of the city where the population is predominantly Italian or Jewish. Includes a small number of children of mixed races. Uses the Hoffman bilingual schedule for the measurement of the extent of the bilingual background; an adaptation of the Sims' score card for the measurement of socio-economic

status; the Pintner non-language intelligence test, and the Spearman visual perception test, part 1, in non-language form, as measures of intellectual ability; and age-grade status as compared with the model age-grade status of children in all elementary day schools of New York City. Data indicate that bilingualism does not influence the mental development of children of ages 9 to 14 in the various groups studied.

3277. Barfell, Lawrence Otto A. A study of the health program among Mexican children with special reference to the prevalence of tuberculosis and its causes. Master's, 1937. Southern California.

3278. Bishop, Hazel Peck Campbell. A case study of the improvement of Mexican homes through instruction in homemaking. Master's, 1937. Southern California.

Attempts to determine the need in the Mexican home of more efficient education in home economics for Mexican girls in the United States through a study of 60 homes in three Mexican districts of the city of Santa Ana, California. Proposes a course of study to remedy the present inadequate training.

3279. Brown, Francis J. and Boucek, Joseph Slabey. Our racial and national minorities: their history, contributions, and present problems. New York, Prentice-Hall, 1937. 877 p. (New York university)

Discusses the meaning of minorities; problems arising from minorities; our minority peoples; race and cultural conflicts and education; and the trend toward cultural pluralism.

3280. Burgess, Glen Dean. A program for teaching English to Indian children in elementary schools. Master's, 1937. Stanford.

3281. Combatalade, Aimee Marie. A comparison of children of foreign-born parents with those of native parents in the mechanics of junior high school English composition. Master's, 1936. Stanford.

3282. Drazin, Nathan. History of Jewish education from 515 B. C. E. to 220 C. E. Doctor's, 1937. Johns Hopkins. 148 p. m.s.

3283. Enochs, James Byron. Language peculiarities in a mining town. Jerome, Arizona. Master's, 1937. Colorado. (Abstract in: University of Colorado studies, 25: 62)

Describes the town and its language problems and peculiarities due to the mixture of Mexicans, Slavs, Italians, Irish, and Germans with Americans. Deals with the peculiarities of idiom, vocabulary, and spelling in the written language of the high school students, and presents a vocabulary of mining, railroad, and local place words with lists of Mexican and Slavic terms which have become a part of the American vocabulary in Jerome. Presents a phonetic transcription, with a variation of the international phonetic alphabet, of voice recordings made by three Mexican girls, two Slavic girls, and one Italian girl, all born and educated in this country, and by one old country Slav and his German wife and their son and daughter.

3284. Farmer, William Andrew. The influence of segregation of Mexican and American children upon the development of social attitudes. Master's, 1937. Southern California.

3285. Hansen, Helen Dell. A history of the Federal government's educational activities with the Indians in the United States. Master's, 1936. Stanford.

3286. Helmke, Willard B. The effect of English language handicap on the IQ's of Spanish-American children. Master's, 1937. Colorado. (Abstract in: University of Colorado studies, 25: 69)

Studies the English language handicap to Mexican children at Globe and Miami, Arizona, to determine the seriousness of the handicap in grades 4, 5, and 6, and the extent to which the language handicap decreases from grades 4 to 6, inclusive. Finds a serious language handicap for the Mexican children studied; that this difficulty extends almost undiminished through grades 4, 5, and 6; that non-language mental tests are superior to verbal tests for determining the IQ's of these children.

3287. Hidalgo, J. Thomas. A study of words of English origin used by the Kansas Mexican. Master's, 1937. Kans. St. T. C., Emporia. 52 p. ms.

3288. Holcomb, A. Max. A study and analysis of educational methods and equipment used in Asbury manual labor school, 1821-1937. Master's, 1937. Okla. A. & M. Coll.

Shows the unique characteristics of manual labor schools and how one of them efficiently fit the educational needs of the Lower Creek Indians; shows the nature of, establishment, and administration of this type of school. Finds that missionaries were essential factors in the education of the Creek Indians; the manual labor type of school was the ideal kind for use among the Creek Indians. The United States government was anxious that the Creek Indians be educated. Asbury manual labor school proved efficient in making good citizens of many Lower Creek Indians. The manual labor school was an unusual type of education used extensively in the United States for only a period of about 50 years. The curriculum was crude and elementary in 1850, but gradually improved to almost present day level. Manual labor methods and equipment proved practical in keeping the Lower Creek Indians in school and educationally progressive. Salaries paid teachers were only slightly lower than present day schedules. Teachers progressed from inadequately prepared instructors to moderately well qualified teachers.

3289. Holdsworth, Willie. A study of the intelligence and reading ability of Navajo Indians in the ninth and tenth grades. Master's, 1937. Texas.

\*3290. Jonasson, Ingaborg. The comparative intellectual abilities of full- and mixed-blood Indians: a study based on a testing experiment of 286 Indian students in attendance at the United States Indian boarding school, Wahpeton, North Dakota, 1937. Master's, 1937. North Dakota. 71 p. ms.

3291. Manry, Corinne. A history of education of the Alabama Indians of Polk county, Texas. Master's, 1937. Texas.

3292. Natelson, Herman. The Talmud Torahs: a study of the school, the pupil and his home. Doctor's, 1937. Fordham. 214 p. ms.

Evaluates the Talmud Torahs of Brooklyn, N. Y. under 3 aspects: the school, the pupil, and his home. Finds that Talmud Torahs are still largely under the influence of the Old World and the Old World remains a highly selective factor in Talmud Torah education.

3293. Park, Yong Hak. A study of the Methodist Mexican mission in Dallas. Master's, 1936. South. Methodist. (Abstract in: Southern Methodist university. Abstracts of theses, 1937: 40-41)

Shows that the Methodist mission carries on a program of religious instruction for adults and children, a program of leisure time activities and moral instruction for children of all age groups, instruction for mothers, including sewing, home improvement, and nursing classes, and a medical and dental clinic.

3294. Parks, Mary Hitchcock. A free association vocabulary of Pueblo Indians in the fifth and sixth grades. Master's, 1937. Oklahoma. 65 p. ms.

Attempts to discover what English words are known by Pueblo Indian children in the fifth and sixth grades. Indicates that the Thorndike list is not a completely reliable criterion for the selection of words suitable to the fifth and sixth grade level of Pueblo Indian children.

3295. Poncel, Joseph A. The social-economic background and educational preparation of adolescent boys and girls of certain Spanish-American villages in northeastern New Mexico, implications for a junior high school curriculum. Master's, 1937. Iowa.

3296. Richardson, John Mills. A comparative study of Japanese and native American white children. Master's, 1937. Southern California.

3297. Santos, Antonio Isidro y. The development of written English expression of Filipino children. Doctor's, 1934. Chicago. Chicago, University of Chicago libraries, 1937. v. p.

Attempts to determine the ability in expression of a typical Filipino public-school child in the successive school grades from the third to the seventh. Shows that the expression ability of the Filipino children has two distinct periods of growth; a period of slow progress in the third, fourth, and fifth grades; and a period of more rapid development in the sixth and seventh grades. Finds that ability to express ideas clearly in written form can be attained only by a long period of schooling, which is denied the Filipino children, many of whom drop out of school before reaching the fifth grade.

3298. Schmitt, Paul N. A study showing that traditional grade classifications in Indian schools of the Southwest is impracticable and misleading. Master's, 1937. Kansas.

3299. Shih, Hsien-Ju. The social and vocational adjustment of the second generation Chinese high school students in San Francisco. Doctor's, 1937. California.

Compares a group of Chinese high school students with a typical white group from the same schools. Finds that in social activities Chinese students were largely limited to Chinese groups, and the scope of their activities was comparatively narrow in contrast with that of the white pupils; that fewer Chinese than white pupils had definite plans for their future careers, and the range of selection of occupations by the Chinese was narrower; that in social and vocational guidance fewer Chinese than white pupils secured aid from parents, school authorities, or professional people. Recommends that a personnel worker be employed by the responsible authorities, whose main duty would be the guidance and counseling of Chinese high school students.

3300. Starr, Joseph A. Status of graduates, Sherman Institute, Riverside, California, 1931 to 1936, inclusive. Master's, 1937. Nebraska. 92 p. ms.

Analyses tests given to 319 Indian youth over a six year period. Finds that 72 percent of the graduates are in vocations for which they received training; that 14 of the 22 graduates of the college preparatory course are attending some college; that the present status of Indian education typifies the modern trend in education; that over 60,000 Indian children are attending school, with 13,865 Indian children not attending any kind of school.

3301. Taylor, Oma Earp. A pragmatic problem of moral education on the Kiowa Indian reservation. Master's, 1937. Oklahoma. 128 p. ms.

3302. Toddhunter, Lawrence Edmund. A comparative study of the achievement of American and Mexican children in an elementary school. Master's, 1936. Stanford.

#### NEGROES, EDUCATION

3303. Battle, Mattie Alice. Public school music teaching in the Negro secondary schools of Nashville, Tenn. Master's, 1937. Fisk. 107 p. ms.

3304. Bond, Horace Mann. Social and economic influences on the public education of Negroes in Alabama, 1865-1930. Doctor's, 1936. Chicago. 541 p. ms.

3305. Boone, Elwood Bernard. Present practices in the supervision of directed teaching in physical education in Negro institutions of higher learning. Master's, 1937. Michigan.

3306. Brooks, Lyman Beecher. A curriculum study of the accredited Negro high schools of Virginia. Master's, 1937. Michigan.

3307. Brodhead, John Henry. Educational achievement and its relation to the socio-economic status of the Negro in the high schools of Philadelphia. Doctor's, 1937. Temple. 160 p. ms.

Finds a rapid increase in Negro students in the high schools of Philadelphia; the Negro students are older than the white students grade by grade, and the intelligence

level lower. The average IQ does not increase much from grade to grade, but the percentage of failures decreases. The economic status of the Negro students' homes increases from grade to grade, suggesting that socio-economic status is a definite factor in school achievement.

3308. Bullock, Henry Allen. Availability of public education for Negroes in Texas. Prairie View, Texas, Prairie View state college, 1937. 75 p.

Finds a maldistribution of Negro schools in relation to Negro scholastics, a shortage of transportation facilities, and inadequate salaries for personnel.

3309. Clark, Goode Samuel, jr. Superstitions among American Negroes. Master's, 1937. Hartford.

3310. Craig, William Houston. A study of the qualifications of social science teachers in the colored secondary schools of Kentucky. Master's, 1937. Cincinnati. 80 p. ms.

Provides data on 92 teachers with reference to such facts as age, sex, salary, experience, training, teaching load, and attitudes toward the social studies.

3311. Edwards, Austin, jr. History of the Kentucky state industrial college for Negroes. Master's, 1936. Ind. St. T. C. 121 p. ms. (Abstract in: Teachers college journal, 8: 66-67, July 1937)

3312. Ewing, Richard Albert. A study of the intelligence of the seniors of Pearl high school. Master's, 1936. Fisk. 83 p. ms.

3313. Flowers, Mattye M. Copeland. The influence of the Jeanes fund upon Negro rural education in Christian county, Kentucky. Master's, 1937. Iowa State.

Finds that activities promoted by the Jeanes teachers resulted in better health conditions, beautification of churches and homes, better homemaking practices, and school and community cooperation through adult classes and civic organizations.

3314. Fouse, William Henry. Educational history of the Negroes of Lexington, Kentucky. Master's, 1937. Cincinnati. 174 p. ms.

Traces the development of Negro education in Lexington from before the Civil War to 1936.

3315. Frazier, James Monroe. The history of Negro education in the parish of East Baton Rouge, Louisiana. Master's, 1937. Iowa.

3316. Gates, Samuel Houston. Negro secondary education in Texas. Master's, 1937. Colorado. (Abstract in: University of Colorado studies, 25: 64)

Studies present conditions, and presents facts relating to the educational background of the Negro, the availability of secondary educational facilities for Negroes, and the present status of Negro high schools in Texas.

3317. Greene, Harry W. Negro leaders: a study of educational and social background factors of prominent Negroes whose life sketches are carried in national directories. Institute, West Virginia state college, 1936. 80 p. (West Virginia state college bulletin, series 23, no. 6. Contribution 7 of the Department of education)

Deals with the social factors in the lives of the Negroes studied, their formal and informal education, their professions and vocations, experience, religion, political affiliation, travel, and other achievements.

3318. Harrison, General Lamar. A program of teacher training by Prairie View state college for the improvement of the rural Negro schools of Texas. Doctor's, 1937. Ohio State. (Abstract in: Ohio state university. Abstracts of doctors' dissertations, no. 23: 9-19)

Studies the objectives of Prairie View state college, the socio-economic status of the Negroes in Texas, the rural schools in Texas, and all of the Negro schools in Waller county, the health status of Negroes in the state, and the curricula of the college. Suggests that the

college use Waller county as a rural experimental laboratory improving the educational facilities for Negroes in the county; providing a means of determining the type of training and attitudes which a satisfactory rural Negro teacher should possess; providing adequate facilities for rural practice teaching for students in the arts and sciences division of the college; and make the county a model for other counties of the state.

3319. Harrison, Violet Gertrude. A study of Negro colleges and other educational institutions founded by the Methodist Episcopal church. Master's, 1937. Cincinnati.

3320. Haughton, Fannimae. Socio-economic factors involved in the reading of Negro pupils of the junior high school level in Nashville, Tenn. Master's, 1937. Fisk. 126 p. ms.

3321. Hull, Bruce H. A comparative study of the curriculum offerings of eight Negro and eight white North central association high schools in West Virginia. Master's, 1937. Michigan.

3322. Jeffreys, Richard Langston. A history of Virginia state college for Negroes, Ettrick, Virginia. Master's, 1937. Michigan.

3323. LeBeau, Oscar R. Factors affecting the need among Negroes for graduate courses in agriculture. Doctor's, 1937. Cornell.

3324. Levin, Edith. The algebraic ability of children of the colored race. Master's, 1937. Chicago. 162 p. ma.

3325. Lorenz, Julia Hermine. The reading achievements and deficiencies of ninth grade Negro pupils. Master's, 1937. Chicago. 113 p. ma.

3326. McGehee, Peebles Eula. Certain home and community conditions of rural Negroes in Arkansas as a basis for improving the home economics program at the secondary level. Master's, 1937. Iowa State.

Finds poor home equipment and crowded living space, low incomes, poor sanitary facilities and meager social and recreational advantages. Recommends changes in the home economics curriculum of the secondary schools.

3327. McLendon, John Blanche. Standards of nutrition status for Negro high school boys. Master's, 1937. Iowa.

3328. McShann, Frances Carpenter. A study of the training needed by teachers supervising home management houses in Negro colleges. Master's, 1937. Kans. St. T. C., Pittsburg. 72 p. ma.

Studies the training, experience, and problems of teachers in charge of Negro home management houses connected with home economics departments of Negro colleges in the United States to determine the type of training needed by such teachers. Finds that they need additional training in psychology, sociology, family relations, advisors to women, child development, and home economics methods; and the need of observation of a well organized home management house or a course in residence especially designed to create proper group relationship and a managerial program of child care.

3329. Moore, Theresia Bolden. The interests and activities in the homes of the high school girls in Negro schools of Logan county, Oklahoma. Master's, 1937. Kans. St. T. C., Pittsburg. 68 p. ms.

Analyses replies to questionnaire filled out by 129 high school girls and 44 home-makers in an effort to get information for the improvement of the course in home making now offered in the Negro high schools of Logan county, Okla.

3330. Napper, Alver Woodward. Vocational attitudes of Negro adolescents. Master's, 1937. Hartford.

3331. Oak, Vishnu V. Commercial education in Negro colleges. Doctor's, 1937. Clark.

3332. Phillips, August C. The industrial opportunities for Negroes in selected southern cities. Master's, 1936. Minnesota.

Studies occupational shifts among Negro workers from 1920 to 1930 as a basis for industrial curricula.

3333. Scott, Lane Cecilia. The place of home economics in the curriculum for women of Houston college for Negroes. Master's, 1937. Iowa State.

Recommends that all girls in the college have courses in family relationships, foods, care of the house, clothing and income management; that vocational needs of students and alumni be cared for through advanced courses in foods, clothing construction, and home economics teacher training; that homemakers be offered certain non-college home economics courses.

3334. Simpkins, Ruth. A comparative study of the socio-economic background, physical growth, attitudes, and social maturity of Negro children from relief and non-relief families in Lockland, Ohio. Master's, 1937. Cincinnati. 57 p. ms.

Reports data on 97 Negro school children of grades 6, 7, and 8, in a community of low socio-economic status. Children in families on relief tended to surpass those not on relief in physical growth, but to be more retarded scholastically, to be less mature socially, and to have less desirable attitudes.

3335. Smith, Laura Birdie. A survey of Negro schools in Wood county, Texas. Master's, 1937. Southern California.

3336. Smith, Ezlema Patton. Responsibilities and training of Negro home economics teachers in the high schools of Mississippi. Master's, 1937. Iowa State.

3337. Taylor, William S. Intramural athletics for men in Negro colleges. Master's, 1937. Michigan.

3338. Terrell, Wendell P. A study of the employment of the graduates of 10 Negro high schools of Texas. Master's, 1937. Colo. St. Coll.

Sets up a procedure for making an occupational survey of the graduates of the Negro high schools of eight cities of Texas; uses the information obtained as a basis for determining needs for vocational education of those students who are now, or will be, in these schools.

3339. Travis, John A. A financial study of Negro education in Mississippi. Master's, 1937. Peabody. 122 p. ms.

Recommends a fairer distribution of public funds between the races.

\*3340. Tucker, Louise Emery. A study of problem pupils. Doctor's, 1937. T. O., Col. Univ. New York, Teachers college, Columbia university, 1937. 172 p.

Attempts to determine the factor or combination of factors, which are responsible for children becoming behavior problems; and what measures may be taken to prevent, ameliorate or eliminate these causes and change behavior deviates into children more nearly approaching the standard set up for the normal child. Studies 20 pairs of matched boys and 10 pairs of girls in a Negro public school in New York City. Finds that every school child should have regular examinations of general health, vision, hearing, teeth, and of mental ability, the results of which should be used for the guidance of the children in their school careers.

3341. Tuggle, Dewey H. Study of the deans of Negro colleges. Master's, 1936. Fisk. 70 p. ms.

3342. Uphaw, Aline Franklin. A personnel study of Negro high school pupils in a work-study program. Master's, 1937. Cincinnati. 64 p. ms.

Describes the program of the Booker T. Washington school of Hamilton county, Tenn., and presents data on the age, intelligence, interests, family background, and vocational opportunities of its 252 pupils, and on the relationships between these factors.

3343. Wagoner, Bernice Baycraft. A study of the Negro and his music with special reference to the problem in the Miller high school, Detroit. Master's, 1937. Detroit. 124 p. ms.

Finds that because music education was carried on intensively in this school during the experiment, some Negro boys and girls were able to earn more money by playing and singing.

3344. Williams, Albert Berry. The status of unemployed Negroes in Cincinnati. Master's, 1937. Cincinnati. 71 p. ms.

Utilizes data made available by the Cincinnati employment center to make an occupational analysis of 430 unemployed Negroes in the center, and an analysis of personal data on the same group.

3345. Williams, Lenora Patton. The possible contribution of home economics to the development of the men and women students of the Negro junior college of Little Rock, Arkansas. Master's, 1937. Iowa State.

Concludes that the junior college curriculum should include material on the use of family income, hygiene, laundering, provision of clothing and food, family relationship, sex education, and social etiquette.

3346. Wingo, Donald Courtney. A study of the subject and occupational interests of seniors in Negro high schools. Master's, 1937. Michigan.

3347. Wood, Edward Grimka. Development of secondary education for Negroes in West Virginia. Master's, 1937. Cincinnati. 59 p. ms.

Covers the period from 1884 to 1934.

3348. Woods, Clara Williams. The effect of course work in consumer buying with especial emphasis on hosiery, on the hosiery buying practices of Negro students of Rust college. Master's, 1937. Iowa State.

Compares certain hosiery buying practices of a group of non-home economics students with those of a group of home economics students who had studied consumer buying of hosiery. Finds that students who had studied consumer buying problems of hosiery tended to be more aware of their hosiery needs and to use more reliable guides for selection; showed a decrease of 13.3 percent over the unstudied group in total number of pairs purchased and a decrease of 15.9 percent in total hosiery expenditure.

3349. Wynn, Dorothy Florence. Library facilities for Negro pupils in Nashville. Master's, 1937. Fisk. 81 p. ms.

## EXCEPTIONAL GROUPS

### GIFTED

3350. Beck, Marion Frances. A study of 95 superior children in Normandy junior and senior high schools, St. Louis county, Missouri. Master's, 1937. Colorado. (Abstract in: University of Colorado studies, 25: 38-39)

Presents the outstanding facts relating to racial heredity, physical characteristics, social and moral traits, educational status, and special abilities of 95 superior children.

3351. Frankel, Hilda. The superior child in the elementary school. Master's, 1936. Hunter.

3352. Lovett, George Joseph, Jr. Provisions for the bright child in the junior and senior high schools. Master's, 1937. Boston Coll. 42 p. ms.

3353. McKie, B. Clark. A study of the provision being made for superior students by a selected group of high schools of southwestern Iowa. Master's, 1937. Nebraska. 89 p. ms.

Finds that there is little or no provision being made for the special needs of this group, and that these students are capable of doing a much more advanced type of work than is being expected of them.

3354. Wetherbee, Burt W. A diagnostic study of the gifted children in the P. K. Yonge school. Master's, 1937. Florida.

#### PHYSICALLY HANDICAPPED

3355. Elliott, John David. A study to determine the differences in athletic ability and athletic interests between physically handicapped and non-physically handicapped boys in physical education. Master's, 1937. Southern California.

3356. Frey, Bernice G. An investigation of certain social responses of young women in two recreation classes for the physically handicapped. Master's, 1937. Ohio State. 140 p. ma.

Presents an intensive study of 31 physically handicapped women enrolled in physical education, and compares their social responses with those of students normal in health.

3357. Moore, Rodgers Lee. The physically handicapped children of Tulare county, California. Master's, 1937. Stanford.

3358. Parkill, Adelaide. An investigation of the possibilities of developing an educational summer camp for physically handicapped children. Master's, 1937. Southern California.

3359. Russell, Vivian Viola F. Handicapped children in Oklahoma with a suggested remedial program. Doctor's, 1936. Oklahoma.

Studies the crippled, deaf and blind children under 21 years of age, in Oklahoma from January, 1930 to January, 1935, to determine the causes of the handicaps, the crippling age for treatment, and the approximate number treated. Finds that it pays economically to train handicapped people; that physically handicapped children should receive treatment at an early age; that there should be a state school provided for crippled children, whose training should be for nine months; a dormitory should be maintained; the curriculum should be prevocational and vocational in nature with physical education given for recreational and corrective effects; special facilities should be provided because of their physical disabilities; specially qualified teachers should teach in such a school; and a compulsory attendance law should be passed for crippled children in Oklahoma.

3360. Zeller, Evelyn Helen. A program for after care and rehabilitation of tuberculosis cases. Master's, 1937. Wisconsin.

#### CRIPPLED

3361. Davidson, James Robin. A preliminary study of the crippled state and its relation to personality and adjustment. Master's, 1937. Southern California.

3362. Green, Mary Emily. Interests and personality traits in crippled and non-crippled children. Master's, 1936. Columbia.

#### BLIND AND PARTIALLY SEEING

3363. Abel, Georgie Lee. The educational achievement of fifth and sixth grade blind children. Master's, 1937. Peabody. 44 p. ma.

Adapts an achievement test for fifth and sixth grade blind children, and studies their achievement in subject matter. Compares the educational and chronological ages of the two grades and finds the fifth grade accelerated about 4 months, and the sixth grade retarded 1 year and 6 months.

3364. Brown, Paul A. A comparison of some personality traits among blind and non-blind high school students. Doctor's, 1937. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 13: 31-37)

Studies 96 boys and 122 girls, ranging in age from 16 to 22 years, who were students in state owned schools for the blind, and compares them with 178 boys and 177 girls from the senior class of the Connellsville and the New Kensington high schools. Admin-

inters the Neymann-Kohstedt diagnostic test for introversion-extroversion, and the Clark revision of the Thurstone personality schedule to both groups. Finds a higher incidence of introversion among blind females than among the blind males; that sex differences in response to individual test items were more numerous among the blind than among the sighted students; incidence of neurotic tendency was higher in the blind than in sighted school populations, and was greater among female groups than among male groups; the blind group was more apt to respond with atypical responses to the items of the inventory, and the sighted group was more apt to respond in a well-adjusted fashion. Indicates that the greater amount of personality difference was caused by the factor of blindness as accentuated by institutionalization.

3365. Camp, Hazel. An analysis of eye defects in the Coronado grammar school. Master's, 1937. Southern California.

3366. Head, Glenn Lloyd. Some effects of ocular correction on school accomplishment. Master's, 1937. Iowa.

3367. Holland, B. F. A study of the spelling ability of blind pupils. Austin, University of Texas, 1937.

3368. Ranieri, Joseph James. A study in the education of the physically defective with special emphasis on the deaf-blind. Master's, 1937. Boston Coll. 44 p. ms.

3369. Taber, M. Contributions of simple home living to the learnings of a preschool blind child. Master's, 1936. Cornell.

#### DEAF AND HARD OF HEARING

3370. Blish, Stanford Charles. Problems in sex education in residential schools for the deaf. Master's, 1937. Yale.

3371. Howes, Esther Cornelia. An analysis of some of the determining factors of educational achievement of deaf children. Master's, 1936. Chicago. 52 p. ms.

3372. Kirk, Mary B. Teaching English in high schools for the deaf. Doctor's, 1937. Niagara.

3373. Leatham, Mary. The value of lip reading for hard-of-hearing adults. Master's, 1937. Southern California.

3374. Shugerman, Estelle Edna. The psychology and modern training of the deaf. Master's, 1936. Hunter.

\*3375. Stanton, Mildred B. Mechanical ability of deaf children. Doctor's, 1937. T. C. Col. Univ. New York, Teachers college, Columbia university, 1938. 65 p.

Compares the mechanical ability of 66 boys and 36 girls from the New Jersey school for the deaf, and 55 boys from the New York school for the deaf with that of 121 hearing boys and 36 hearing girls from seven public schools in New York City. Finds a tendency for deaf boys to be at least equal in mechanical ability to hearing boys of the same age, nationality and parental occupational level; while deaf girls tend to be slightly inferior in mechanical ability to hearing girls of the same age, nationality and parental occupational level. Indicates that the deaf more nearly approximate the hearing in mechanical ability than in other respects.

3376. Stelle, Roy Moore. Methods of eliminating breathiness in the voices of deaf children. Master's, 1937. Mass. St. Coll. 56 p. ms.

#### SPEECH DEFECTIVE

3377. Ainsworth, Stanley. Emphatic breathing of auditors while listening to stuttering speech. Master's, 1937. Iowa.

3378. Berry, Mildred F. A study of the medical history of stuttering children. Doctor's, 1937. Wisconsin.

3379. Brown, Spencer Franklin. A quantitative investigation of certain grammatical, phonetic, and semantic factors influencing the incidence of stuttering. Doctor's, 1937. Iowa. (Abstract in: University of Iowa. Series on aims and progress of research, no. 52).

Analyzes permanent records of the oral reading performances of 32 stutters from a grammatical standpoint to determine the relative frequency of stuttering in relation to the various parts of speech.

3380. Carrell, James A. A comparative study of speech defective children. Doctor's, 1937. Northwestern.

3381. Gray, Burdin L. A survey of speech defectives in the Indianapolis primary grades. Master's, 1937. Butler.

Finds a greater number of children defective in speech than the schools have made provisions for; and that there is no relationship between speech defects and the social and economic status of the community.

3382. Halpert, Sadie. Analysis and treatment of speech defects. Master's, 1936. Hunter.

3383. Johnston, Margaret. A case history study of the influence of articulatory disorders upon attitudes and reactions in school situations. Master's, 1937. Iowa.

3384. Kellenberger, Jeanne. Speech and voice disorders of luetic children. Master's, 1937. Iowa.

3385. Kimmell, Melba Louise. Specific reactions by means of which stutters attempt to avoid stuttering. Master's, 1937. Iowa.

3386. Knudson, Theima A. A case history study of the oral recitation problems of stutters. Master's, 1937. Iowa.

3387. Maddox, James S. The role of visual cues in the precipitation of stuttering. Master's, 1937. Iowa.

3388. Mann, Mary Bachman. Stuttering in relation to various speech sounds in young children. Master's, 1937. Iowa.

3389. Schultz, Donald Arthur. A study of some therapies used for stutters. Master's, 1937. Iowa.

3390. Stutenroth, Ruth Irene. Specific reactions by means of which stutters attempt to avoid stuttering. Master's, 1937. Iowa.

3391. Taylor, Glenn James. The nature of stuttering at its onset (45 cases). Master's, 1937. Iowa.

3392. Upshall, C. C. Results of the survey of speech defects in the public schools of the Western Washington college of education area. Bellingham. Western Washington college of education, 1937. 19 p. ms.

Analyzes replies to a questionnaire sent to all teachers in the area on the nature and extent of speech defects in children in grades 1 to 12, inclusive. Finds that the percentage of lisps decreased with age, and that the percentage of other defects remained relatively constant in the grades.

#### MENTALLY RETARDED

3393. Ashbrook, William D. A study to determine the educational needs of the mentally retarded boy in a large industrial city. Master's, 1937. Colo. St. Coll.

Finds that of the 153 jobs in which boys found employment, 40 were classified as semi-skilled, and 48 as heavy labor. Shows that the most important assets were: Steadiness on the job, physical strength, alertness and quickness, trade learning, helper or handy man abilities, and regularity on the job.

3394. **Baxter, Bertrice Nancy.** An experiment in the education of high school pupils of less than average academic ability. Master's, 1937. Southern California.

3395. **Brigham, Fleda Margaret.** An osteopathic approach to corrective speech problems. Master's, 1937. Southern California.

3396. **Chidester, Leona.** The structure of the personality in mentally retarded children. Doctor's, 1937. Kansas.

3397. **Cocks, Laura Wilder.** The social problem of mental deficiency. Master's, 1937. Hartford.

3398. **Craft, J. H.** Social control of mental defectives in South Dakota. Doctor's, 1937. Colo. St. Coll. of Ed.

\*3399. **Farson, Mabel B.** A comparison of orthogenic backward children and regular grade children at the six year performance level. Doctor's, 1932. Pennsylvania. Philadelphia, 1934. (Reprint from the Psychological clinic, 12: 149-80, 1933)

\*3400. **Flory, Charles D.** The physical growth of mentally deficient boys. Doctor's, 1933. Chicago. Chicago, University of Chicago libraries, 1936. 119 p. (Monographs of the Society for research in child development, vol. 1, no. 6. Reprinted)

3401. **Gambaro, Providence.** A practical curriculum for adolescent mentally defective girls in the light of vocational guidance. Master's, 1936. Hunter.

3402. **Hall, Robert Milton.** The relative efficiency of two techniques in improving the work of deficient junior high school pupils. Doctor's, 1937. Johns Hopkins. 235 p. ms.

\*3403. **Pritchard, Miriam C.** The mechanical ability of subnormal boys. Doctor's, 1936. T. C., Col. Univ. New York, Teachers college, Columbia university, 1937. 73 p. (Contributions to education, no. 699)

Studies 79 Jewish boys who were either students in the Edenwald school for boys at the time the study was made or had been discharged within the past 12 months. The boys ranged in age from 12 years 1 month to 18 years with a mental age range from 8-2 to 14-3. Finds that mechanical ability tests cannot be associated with measures of intelligence; that there is little relationship between interest and trade training ability. Recommends a change in the psychological testing program to include vocational and trade tests, and the establishment of definite scales for woodworking and similar courses.

3404. **Risden, Gladys Amanda.** An exploratory study in education for slowly developing children. Doctor's, 1937. Ohio State. (Abstract in: Ohio state university. Abstracts of doctor's dissertations, 24: 279-93)

Studies 20 dull students for 3 months to determine possible growth deterrents and ways of diminishing them. Finds that 17 of them had learned two languages before entering school. Finds that these children tended to disperse their energy. Studies the effect of guidance in making choices, in reading and spelling, and in arithmetic on these children. Finds that the child who lags in school needs to be observed in a thorough-going manner in an environment which stimulates expression rather than repression of the symptoms of any growth impeding conflict that he may have; that the teacher must be challenged by his slow development; that superintendents must allow teachers freedom to create an environment which would minimize such conflicts; that teachers colleges must give teachers experiences which will develop their sensitivity to children's developmental needs; and that techniques for measuring the changes that are the resultants of environmental changes are needed.

3405. **Spangenberg, Hazel Mann.** Some psychological and educational differences between slow learning and normal children. Master's, 1937. Colorado. (Abstract in: University of Colorado studies, 25: 104-105)

Compares 1,000 dull and normal children of the Denver junior high schools as to chronological and mental age, nationality, size of family, number of children from disrupted

homes, social rating, residential district, occupation of parents, vocational choices, special talents, physical defects, reading and motion-picture interests, school subject preferences, interests, and school activities.

### SOCIALLY MALADJUSTED

**3406. Allardyce, Archie.** The transient boy problem: educational and sociological implications. Master's, 1937. Cincinnati. 105 p. ms.

Analyzes statements obtained from 230 boys interviewed in transient service bureaus in Cincinnati and Dayton, Ohio, 1932-34, on their personal histories, including family, economic, and educational background, mode of travel and sources of food and lodging.

**3407. Chambers, James Thomas Foster.** Factors associated with truancy in juvenile delinquency cases. Master's, 1937. Southern California.

**3408. Cohen, Louis David.** The relationship between intelligence and the number of arrests in a group of reformatory inmates. Master's, 1936. Columbia.

**3409. Cox, John Elmer.** Juvenile delinquency in the elementary schools of Fort Worth, Texas. Master's, 1937. Texas.

**3410. D'Amico, P. T. R.** The causes for the failure of the Big brother movement to prevent the rearrangement of 48 juvenile delinquents. Master's, 1937. Coll. of the City of New York. 118 p. ms.

Compares the case histories (taken from the files of the Big brother movement) of 48 juvenile delinquents who were arraigned more than once, and those of 70 juvenile delinquents arraigned only once, to determine the reasons for the failure of the Big brother movement to prevent the rearrangement of the first group. Reveals that the rearraigned boys were the victims of a larger number of unfavorable factors; that they were admitted to the Big brother movement at a later age than the second group of 70 delinquents; that they were originally charged with a greater number of serious crimes. Indicates that the rearraigned boys, who were generally inferior in intelligence and education to the second group of boys, received the attention of the Big brother movement for a shorter period of time, and were assigned more inefficient and incompetent Big brothers.

**3411. Embry, Willette LaVon.** A study of 146 delinquent school children. Master's, 1937. Omaha. 107 p. ms.

Studies the records of 146 delinquent school children for the school year 1935-36. Finds that 114 of the delinquent school children were dissatisfied with school due to mental or physical handicaps, sexual misbehavior, wrong attitudes on the part of the teacher, principal, and parent, and general environmental and economic conditions.

**3412. Fine, Freda.** The adjustment of the problem child to the foster home. Master's, 1936. Columbia.

**3413. Gerardi, John Jay.** Family disorganization and juvenile delinquency. Master's, 1937. Hartford.

**\*3414. Gersoni, Charles S.** A survey and experimental investigation of glandular therapy as related to juvenile delinquency. Doctor's, 1937. New York. 220 p. ms.

**3415. Godvin, Margaret Gertrude.** Truancy and its relation to juvenile delinquency. Master's, 1937. Boston Coll. 131 p. ms.

**3416. Goldfeld, Abraham.** Substandard housing as a potential factor in juvenile delinquency in a local area in New York City. Doctor's, 1937. New York. 194 p. ms.

Studies the relation between substandard housing and juvenile delinquency. Finds no relation between the physical aspects of housing and juvenile delinquency in the area studied.

**3417. Henderson, Irving F.** A study of the correctional value of work done by the Hillcrest and Glenview schools for delinquent children. Master's, 1936. Ind. St. T. C. 77 p. ms. (Abstract in: Teachers college journal, 8: 66, July 1937)

Studies 237 children as representative of the newer sociological methods of treatment of delinquent children by the Hillcrest and Glenview schools of Cincinnati, and 1,151 children as representative of the older sociological methods of treatment. Shows that Hillcrest and Glenview attempted to develop a rich, wholesome life, rather than being simply correctional institutions.

**3418. Horsch, Alfred C.** Personality traits of juvenile delinquents and adult criminals. Doctor's, 1937. Colorado.

**3419. Howell, Richard Vinton.** A case study of boys with personality difficulties at East high school, Salt Lake City, Utah. Master's, 1937. Utah.

**\*3420. Kephart, Newell C.** An experimental study of the "disorganization" of mental functions in the delinquent. Doctor's, 1936. Iowa. Iowa City. University of Iowa, 1938. (In University of Iowa studies, new series, no. 347. Studies in child welfare, vol. 15, no. 1. Studies in emotional adjustment, 2: 69-96)

Compares delinquent and nondelinquent subjects as to smoothness in performance of tasks involving a complex co-ordination of verbal association with other motor behavior; the smoothness of the flow of mental processes at the verbal level itself; the synthesis of sensory elements in perception; the synthesis of past elements with present elements; and the synthesis in social relations. Finds statistically significant differences between the groups.

**\*3421. Krugman, Abraham.** A study of the factors associated with maladjustment in non-delinquent institutional boys. Doctor's, 1936. New York. 80 p. ms.

Attempts to analyze the associations and possible causal relationships between various factors in the child's early history and the degree of his maladjustment; to validate an original personality check list and to determine its merit as a diagnostic aid; to investigate similarly the value of the Yepsen adjustment score card in the study of maladjustment. Compares and evaluates the merits of the three methods of study. Shows that a well constructed check list or other personality scale is superior to social case data in the diagnosis of maladjustment.

**3422. McAndrews, Walter Francis.** Possibilities of reducing juvenile delinquency through industrial arts program in Hartford public schools. Master's, 1937. Mass. St. Coll. 112 p. ms.

**3423. Morgan, Roberta Mary.** One approach to the problem of institutional behavior of delinquent women. Master's, 1936. Columbia.

**3424. Moss, Elizabeth McClain.** A study of some home conditions of 60 maladjusted children in four public schools of Memphis, Tenn. Master's, 1937. Tennessee. 64 p. ms.

Finds that the children did poor school work, were retarded, had read few books, and attended exciting picture shows weekly; quarrelling in the home caused an unhappy atmosphere; there was a lack of proper home discipline, and of fundamental necessities in the homes; irregular incomes; dull and ignorant parents made poor community and social adjustments.

**3425. Narosny, Eleanor H.** A comparative study of the performance of juvenile delinquents and educational problem children on the Stanford-Binet and Grace Arthur scales. Master's, 1937. Ohio State. 45 p. ms.

**3426. Neill, Frances Brettell.** Survey of the wards of the Chauncey Rose school with special reference to the causes of their dependency. Master's, 1936. Ind. St. T. C. 48 p. ms. (Abstract in: Teachers college journal, 8: 67-68, July 1937)

Studies the case histories of 500 children admitted during the calendar year, 1932, as to the parentage and home life of the children, juvenile court records, and all available

data as to the child's previous environment. Finds that sickness, mental disturbances, accidents, premature deaths, separation of parents and divorce of parents played a tremendous role in the break-up of families; and that lack of regular employment and insufficient income for proper living were responsible for the placing of children in the Chauncey Rose school.

\*3427. O'Connor, Zena C. The runaway boy in the correctional school. Doctor's, 1937. T. C., Col. Univ. New York, Teachers college, Columbia university, 1937. 78 p. (Contributions to education, no. 742)

Analyses characteristics which differentiate the runaway boy from the non-runaway in the Children's village at Dobbs Ferry, N. Y., where no artificial restraints are used; factors which are associated with running away. Attempts to determine the treatment procedures which will help the runaway boy.

3428. Outland, George Elmer. Educational determinants in boy transiency. Doctor's, 1937. Yale.

3429. Pagliassotti, Louis Frank. A comparison of problem boys from normal and from broken homes. Master's, 1937. Southern California.

3430. Perry, Glenn Edwin. Juvenile delinquency in the junior and senior high schools of Los Angeles; its prevalence, manifestations, and causes. Master's, 1937. Southern California.

\*3431. Pugmire, D. Ross. The administration of personnel in correctional institutions in New York state. Doctor's, 1937. T. C., Col. Univ. New York, Teachers college, Columbia university, 1937. 182 p. (Contributions to education, no. 722)

Attempts to determine to what extent current policies and practices, followed by the Department of correction of New York state in its administration of educational personnel in correctional institutions, conform to principles or criteria of personnel administration. Studies the personnel practices of the Department in the central office, five typical institutions, and personal information from 455 of the 660 educational employees in these institutions. Studies the selection, induction, conditions of health and of work, recreation, in-service training, leave of absence, vacations, salaries, tenure, and retirement of the personnel in these institutions.

3432. Robbins, Howard C. The social factors in the early incidence of delinquency. Master's, 1936. Columbia.

\*3433. Salzman, Samuel. A study of the inmates of a New York city reformatory. Doctor's, 1936. New York. 170 p. ms.

Surveys a reformatory in which there were about 500 male inmates who ranged in age from 16 to 30 years to study their psychological, sociological and educational backgrounds to determine the causes of their delinquency, and to organize a vocational program which would be educational and therapeutic in scope. Finds that the reformatory men are not inferior in intelligence to the 14 to 18 year old boys in a New York city continuation school and in the two-year vocational high school; that the reformatory men have had less schooling than the average New York children.

3434. Savage, Dora Ada. Community organization for prevention of delinquency. Master's, 1937. Stanford.

\*3435. Stofflet, Elliott Holmes. A study of national and cultural differences in criminal tendency. Doctor's 1935. Columbia. New York, 1935. 60 p. (Archives of psychology, no. 185)

Attempts to show the differences in type of crime committed by various national immigrant groups; between national immigrant groups and the first generation descendants of immigrant groups; and between each of these various groups and the native whites of native white parentage as shown by a study of 3,181 consecutive white admissions to the New Jersey state prison at Trenton between July 1, 1928 and December 10, 1934. Shows a distinct tendency for the character of criminality of the various national immigrant groups to change with the succeeding generation.

3436. Trainor, Mary Alice. The school histories of 103 boys under deferred sentence after conviction on charges of crime. Master's, 1937. Brown. 35 p. ms.

Attempts to discover through a study of the school histories all boys in Rhode Island on deferred sentence whether any evidence of delinquency could be found in the previous school life of these young criminals, and whether the crimes which brought them before the courts were sudden outbursts or the culmination of a gradual development of behavior tendencies of an anti-social sort. Finds that these probationers are recruited from the problem cases in school: 71 percent had committed serious school offenses; the group as a whole was retarded in grade placement, low scholastic grades, low in the IQ ratings. Indicates that it is not the average boy, in the sense of one who gets on normally in his scholastic work and human relations in school, who turns up on the probation officer's rolls.

3437. Varner, Mertice Marie. A series of case studies of maladjusted pupils. Master's, 1937. Southern California.

3438. Vinogradoff, Eugene D. Transiency and unemployment. Doctor's, 1937. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography, of publications, 13: 317-24)

Attempts to determine the general and specific characteristics of depression transients; compare them with relief and non-relief persons; to examine the social costs of transiency and the cost of the past transient program; and to evaluate that program. Finds that 88 percent of the transients had originated in a state other than the one in which they asked for relief; that most of them pursued transiency less than six months, and had not been transients before; that most of the unattached were young men with a grade school or high school education, who were traveling in many instances for excitement; that the unattached women were older and from broken homes; that the families were of western origin, and traveled by automobile; that the educational levels of transients varied with geographic area, paralleling roughly the educational opportunities of the area; that more than 90 percent of the transients were able and willing to work and were unemployed at the time of registration at the transient bureau; that more transients accepted casual work after migration than before; transients included a greater proportion of employables than did the resident relief rolls. Shows that the social costs of transiency were the learning of undesirable habits, loss of occupational skill, depreciation of educational attainments, and the undermining of family life. Finds that transient relief costs per person were higher than direct relief.

3439. Walther, Henry Washington. A survey of the employment and subsequent history records of behavior-problem boys who have passed through the welfare centers of the Los Angeles city schools. Master's, 1937. Southern California.

3440. Weitz, Jennie. Causes of juvenile delinquency. Master's, 1936. Hunter.

3441. Whitney, Bithia Jane. Causative factors in the maladjustment of children. Master's, 1937. Syracuse.

## LIBRARIES

3442. Baber, C. P. Rental collections in teachers college libraries. Library journal, 62: 281-84, April 1, 1937. (Kansas state teachers college of Emporia)

Analyzes 53 replies to a questionnaire sent to 75 teachers colleges representing a wide variety in size and in location. Finds that only 5 of the 53 colleges are now maintaining rental libraries, that 6 once had such collections and discontinued them, and that 6 are now considering establishing them. Finds that the purpose of the rental collection is the supplying of current books of a recreational and cultural nature without overlapping on the regular collection; that the institutions charge varied fees for the rental books.

\* 3443. Buker, Lucy May. Service rating plans in public libraries. Master's, 1936. Columbia.

3444. Cook, Lorene. Effect of economic disorders on Indianapolis libraries. Master's, 1937. Butler. 79 p. ms.

3445. Corcoran, Sarah Rose. A study of cataloging practice through 1830 as shown in printed book catalogs of six libraries of the city of New York. Master's, 1936. Columbia.

†3446. Cundiff, Ruby Ethel. School libraries in the South. Nashville, Peabody library school, 1936. v. p. (Peabody contributions to librarianship, no. 6)

Contents: (1) History of school libraries in the South, by Margaret I. Rufsvold; (2) Alabama school libraries, by Willie W. Welch; (3) Georgia high school libraries, by Beverly Wheatcroft; (4) School library service in Kentucky, by Ruth L. Theobald; (5) School libraries in Louisiana, by Lois F. Shortess; (6) North Carolina school libraries, by Mary Peacock Douglas; (7) School libraries in South Carolina, by Lucy Hampton Bostick; (8) School library service in Tennessee, by Martha Parks; (9) Books in Texas schools, by Edwin Sue Goree; (10) Virginia school libraries, by C. W. Dickinson.

3447. Cunningham, Hazel Hart. The elementary school library as a socializing experience. Master's, 1937. Stanford.

3448. Gosnell, Charles F. Principles governing the formation and use of Spanish names of persons which may be presented as a help for catalogers. Master's, 1937. Columbia.

3449. Graf, Carolyn Florentine. A survey of library courses for the purpose of placing instruction at proper grade levels. Master's, 1937. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 18: 385-86)

Presents a tentative plan of grade placement of library instruction which is cumulative throughout the 12 grades, emphasizes maintenance of skills in library usage, and interrelates library instruction with the school curriculum; aims to develop in each child the habits of efficient and constant library usage through the practical application of the instruction to his school problems.

3450. Hejtmanek, Emma Helen. Library facilities in small Nebraska high schools. Master's, 1937. Nebraska. 101 p. ms.

Attempts to discover the present status of the small high-school library as to the number and classification of books and periodicals possessed and their administration; to analyze findings as to housing and library equipment; to discover the extent to which the needs of the libraries are now recognized in the school budget of the respective school districts; to propose standards which should govern a small library; and to suggest certain means whereby these standards might be attained.

3451. Hembree, Myrtle. The growth and development of elementary school libraries in Texas. Master's, 1937. South. Methodist. 126 p. ms.

3452. Hurd, Helen Eloise. A study of 100 home libraries. Master's, 1937. Iowa.

3453. Johnson, Harry L. A study of the use of five college libraries. Master's, 1937. Iowa.

3454. Kirk, Marguerite. An evaluation of the quantitative standards as applied to New Jersey high school libraries. Master's, 1936. Columbia.

3455. Kranz, George Albin. Montana high school libraries. Master's, 1937. Stanford.

\*3456. Lerew, Russell A. A study of the high school library facilities of Cumberland county, Pennsylvania. Master's, 1936. Penn. State. 163 p. ms.

Studies the library staff, library contents and facilities, business practices of the library, its utilization, teachers and the library, and needs and problems of the high school libraries of Cumberland county. Indicates that the librarians do not have definite objectives which would guide them in developing efficient library service; there are too few trained librarians and not enough teacher-librarians; the librarians have too many duties and

do not spend sufficient time in the library to render effective service; adequate housing is not provided in all schools; there are too few reading rooms with adequate seating provisions for their enrollments; the libraries are inadequate in reference books, fiction, periodicals and newspapers; the libraries are not receiving their share of the annual budget; too little instruction in the use of the library is given to the pupils; there are no definite courses of library instruction provided for the teacher or librarian; librarians use many devices for encouraging recreational reading and for interesting teachers in the library; pupil assistants are being used in all 12 high school libraries, and are performing a wide range of activities; and that the high school library is not seriously considered as a vital part of the school.

3457. Marchant, George Harper. A study of library facilities of elementary schools selected at random in the state of Utah. Master's, 1937. Utah.

3458. Morgan, Florence Blanche. The contents and usefulness of the official catalog for the large public library. Master's, 1936. Columbia.

3459. Morrow, John J. Practical aspects of appointive and promotional examinations in the public libraries of the United States. Master's, 1936. Columbia.

3460. Norman, Oma Wilkerson. Libraries of the elementary grade schools of Murray county. Master's, 1937. Oklahoma. 228 p. ms.

Studies the suitability of selection and condition of books as well as number of books in elementary schools of Murray county, Okla. Finds 8,484 titles of which 1,219 are not on any approved list of children's books; and that the average number of books per pupil is 2.4.

\*3461. O'Neill, Sister Maria Thais. Status of the high school libraries of the state of New Jersey. Master's, 1935. St. T. C., Upper Montclair. 46 p. ms.

\*3462. Raepfel, Josephine Eugenia. History of libraries before the invention of printing. Master's, 1937. New York. 66 p. ms.

†3463. Randall, William M. and Goodrich, Francis L. D. Principles of college library administration. Chicago, American library association and University of Chicago press, 1936. 245 p. (University of Chicago. College of the City of New York)

Discusses the aims of the college and the functions of the library; the organization of the college and the legal status of the library; finances, budget, and bookkeeping; books, their selection, purchase, and preparation for the shelves; the library staff and its functions; relations of the library staff to students and faculty; the physical plant; special collections, departmental and laboratory libraries; college library costs; college library records.

3464. Ricard, Herbert Frederick. The problem of uncalled-for reserve books in public libraries as exemplified by a study in the Queens borough public library. Master's, 1936. Columbia.

3465. Robbins, Stella M. The public library as a first instrument for adult education. Master's, 1937. T. C., Col. Univ. 45 p. ms.

Finds that adult study groups are in need of personalized library service; that public school administered adult libraries are improbable and impracticable; and that some public libraries have initiated types of service to these groups which if extended and intensified might be highly satisfactory.

3466. Satterfield, Mary Virginia. The history of college libraries in Georgia as interpreted from the study of seven selected libraries. Master's, 1936. Columbia.

3467. Sellers, Otis A. Small high school library practices compared with regional association standards. Master's, 1937. Peabody. 51 p. ms.

Compares library practices in 85 high schools with regional association standards, and finds that the practices were from 25 to 60 percent below the standards.

3468. Shehan, Sevilla Lucile. Reading guidance in a college library. Master's 1937. Peabody. 70 p. ms.

Studies the effect of book displays, book jackets, and book lists on the students in Asbury college. Finds that students read books, because they saw them on display, on the lists, and saw book jackets advertised in the library.

3469. Teter, Harold Sylvester. Library facilities of secondary schools accredited to the North central association. Master's, 1937. Nebraska. 96 p. ms.

Finds that the library movement has spread rapidly during recent years but that a special library room is not provided. It is customary to make the study hall a library. In general, library equipment is inadequate. The average number of books per library is 1,316. In general schools have not placed adequate emphasis upon periodical literature. Only 17 percent of the schools attained the standard of 15 magazines. Few schools have a trained librarian, and many schools make no definite appropriation for the library.

3470. Tinklepaugh, Doris M. School libraries in New York state; their history from 1890 to 1930. Master's, 1937. Columbia.

3471. Wright, Edward A. and Carnovsky, Leon. Library service in a suburban area: a survey and a program for Westchester county, New York. Chicago. American library association, 1936. 162 p.

Discusses the general facilities for public library service, quality of book collections, use of public library facilities, library finance, and school library service.

3472. Wilson, Louis R., ed. Library trends: papers presented before the Library institute at the University of Chicago. August 3-15, 1936. Chicago. University of Chicago press, 1937. 388 p.

Contents: (1) Recent social trends—their implications for libraries, by William F. Ogburn, p. 1-12; (2) Library service for rural people, by J. H. Kolb, p. 13-34; (3) Regional planning, by Howard W. Odum, p. 35-44; (4) Metropolitan area, its implications for librarianship, by Thomas H. Reed, p. 45-62; (5) Realities of regionalism, by Carleton B. Joeckel, p. 63-86; (6) Regional library development, by Helen Gordon Stewart, p. 87-104; (7) Trends in education, by Charles H. Judd, p. 105-17; (8) Librarian and adult education, by Edward S. Robinson, p. 118-33; (9) Place of the library in the modern college, by Henry M. Wriston, p. 159-85; (10) Guiding principles underlying the Stephens college library program, by B. Lamar Johnson, p. 186-99; (11) Philadelphia union catalog, by Paul Vanderbilt, p. 200-24; (12) Reproduction of materials for research, by Robert C. Binkley, p. 225-36; (13) Progress in the study of readability, by William S. Gray, p. 237-54; (14) People versus print, by Douglas Waples, p. 255-68; (15) Study of adolescent reading by the Progressive education association, by Ralph W. Tyler, p. 269-85; (16) Evaluation of Public library facilities, by Leon Carnovsky, p. 286-309; (17) New York public library survey, by Franklin F. Hopper, p. 310-43; (18) Methods and techniques of library surveys, by Edward A. Wright, p. 344-60; (19) First year library school curriculum, by Harriet E. Howe, p. 361-74.

3473. Wyatt, Mildred V. A study of the science collections in the teachers college libraries in Texas. Master's, 1936. Columbia.

#### BOOKS AND PERIODICALS

3474. Alexander, Robert C. Annotated index covering the first 14 yearbooks of the Department of elementary school principals of the National education association. Master's, 1937. Temple. 131 p. ms.

3475. Baker, Frances N. The science books in the normal school libraries of New York state. Master's, 1937. Columbia.

3476. Bentley, Phyllis D. The book reviewing adequacy of certain professional chemistry journals for book selection in the college library. Master's, 1937. Columbia.

3477. Boughter, Vivian Reynolds. Are the book resources in American history in the teachers colleges of West Virginia adequate? Master's, 1936. Columbia.

\*3478. **Burkett, Eva Mae.** A study of American dictionaries of the English language before 1861. Doctor's, 1936. Peabody. Nashville, George Peabody college for teachers, 1936. 8 p. (Abstract of Contribution to education, no. 187)

3479. **Cox, Frances Lauret.** What are the basic education periodicals for a teachers college library? Master's, 1936. Columbia.

3480. **Cromer, Mary Elizabeth.** A comparative study of representative song books for use in the Christian education of the pre-school and primary child. Master's, 1937. Biblical Seminary. 101 p. ms.

3481. **Funk, Olive K.** Analysis of reading books for children. Master's, 1937. Butler. 172 p. ms.

Presents an extensive sampling of children's reading books from 1620 to 1937, and finds that early books were heavy with religious materials, newer books more interesting and suited to the interests and needs of the young.

3482. **Hall, Minnie Johnson.** A study of the reading materials in the homes of fourth, fifth and sixth grade pupils in two Florida communities. Master's, 1937. Michigan.

3483. **Hamilton, Enola Barbara.** An analysis of the contents of journals of state education associations. Master's, 1936. Chicago. 179 p. ms.

3484. **Hartman, William Roy.** An annotated bibliography of some supplementary books for high school mathematics. Master's, 1937. Iowa.

3485. **Howard, Charles Wilber.** The trends and objectives of the official house organs of the state education associations in the United States from their beginning, with special emphasis upon the years 1930-1935. Doctor's, 1937. Stanford. 262 p. ms. (Abstract in: Stanford university. Abstracts of dissertations for the degree of doctor of philosophy and doctor of education, 1936-37: 173-78)

Attempts to determine the developmental trends and objectives of the house organs of the state education associations in the United States with reference to their physical and special features, contents of the nonadvertising reading material, authors and origin of the articles, and editorials. Analyzes 832 copies of journals published by 37 states' education associations.

3486. **Kernan, Sister Teresa Clare.** The preparation of a list of works by Catholic authors for recreatory reading in Catholic schools. Master's, 1937. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 13: 393)

Reviews 169 books. Finds that there is a marked agreement among authorities concerning the standards for judging literature for children; that the works of the Catholic authors studied meet some of or all of these standards; and that the bulk of the works studied are suited to junior and senior high school groups.

\*3487. **Lyon, Margaret Charters.** The selection of books for adult study groups. Doctor's, 1936. T. C., Col. Univ. New York, Teachers college, Columbia university, 1937. 228 p. (Contributions to education, no. 696)

3488. **McDonald, Helen Elizabeth.** A suggested library book list for small elementary rural schools. Master's, 1937. Denver. 68 p. ms.

Formulates a suggested elementary library book list for small rural schools, to serve as a guide for book selection adequate to the needs of the year 1937.

3489. **Mackela, Ahti Arthur.** An investigation of the scientific vocabulary appearing in scientific articles of a certain newspaper. Master's, 1937. Michigan.

3490. **McLaughlin, Madge.** The selection of anthropology books for the undergraduate liberal arts college. Master's, 1937. Columbia.

3491. Maloney, Richard Addison. Educational news in current-events magazines. Master's, 1936. Chicago. 68 p. ms.

3492. Marshall, Harold. An investigation of the technical vocabulary appearing in 100 Science newspaper articles. Master's, 1937. Michigan.

3493. Maylott, Marion M. What educational periodicals are of greatest use in a teachers college library? Master's, 1936. Columbia.

\*3494. North, Harriet Rhodes. A study of the effect of instruction in magazine reading in the junior high school ninth year. Master's, 1937. Syracuse. 53 p. ms.

Describes an experiment conducted with two ninth grade English classes, of 36 and 33 pupils respectively, instructed according to a carefully developed plan in the use of the magazines, and with one ninth grade class of 32 pupils which was uninstructed and used as a control group. The pupils in all three classes ranged in age from 12 to 15 years. The magazines chosen represented the general type, story, children's, undesirable melodramatic romance, current events with stories, cartoons and articles, condensed articles from other periodicals, special interest, and exceptionally high grade magazines. Shows a wide variation in responsiveness to instruction in all three classes; the control group showed some increase in preference for first class magazines; all three classes showed a fairly steady increase in preference for second rate magazine, and where there was an increase in interest it was in favor of the first quality magazines; any decreases in interest were towards low quality magazines.

3495. Ownsby, Tommie Cunningham. College life in the American novel, 1910-1925. Master's, 1936. South. Methodist. (Abstract in: Southern Methodist university. Abstracts of theses, 1937: 16-17)

Deals with athletics, fraternities and sororities, religious activities, politics and democratic ideas, and administration as dealt with in nine novels and other writings by contemporary American authors written between 1910 and 1925.

\*3496. Pendleton, Flordora Mellquist. A guide to books and stories for Christian education. Master's, 1936. East. Baptist. Philadelphia, Eastern Baptist theological seminary, 1936. 40 p. (Contributions to Christian education, no. 3)

Presents a recommended list of 20 books, chosen from among 285 volumes examined, to use as a working library for those who seek good stories; and a selected list of 221 stories, chosen from the recommended books, analyzed and classified for the use of story-tellers in the field of Christian education.

3497. Pidduck, Janice M. An investigation of state issued booklists for secondary schools. Master's, 1937. Columbia.

3498. Rennecker, Marie. Voluntary magazine reading in the high school. Master's, 1937. Colo. St. Coll. of Ed.

\*3499. Rouse, Mary Rosella. State book lists for high school libraries: a comparative analysis of the present status of library-book lists published for state-wide use. Master's, 1936. George Washington. 71 p. ms.

Finds a tendency to adopt lists nationally known instead of compiling state lists. Compares the lists to determine the frequency of certain characteristics, recency of publication, mechanical arrangement.

3500. Sherrod, Rose Mary. The vocabulary grade placement of magazines. Master's, 1937. Southern California.

3501. Stover, Henry Roy. A study of the books found in Jefferson county, Kansas, high school libraries including some proposed standards. Master's, 1937. Kansas.

3502. Walter, Raymond L. A study of the official organ of the Ohio state teachers association. Master's, 1937. Ohio State. 94 p. ms.

Finds that the teachers want an enlarged magazine with more practical articles and general information.

3503. Watkins, Mary Leland. Children's literature in the middle grades since 1900. Master's, 1937. South. Methodist. 101 p. ms.

Surveys the development of children's literature for the middle grades, the changes in the literature, and offers suggestions for stimulating reading interests.

#### READING INTERESTS

3504. Anderson, G. L. The reading interests and habits of high school pupils. Master's, 1937. Colo. St. Coll. of Ed.

3505. Bricker, Harold E. An investigation of the professional and literary magazines read by the public school teachers of Colorado. Master's, 1937. Ind. St. T. C. 78 p. ms. (Abstract in: Teachers College Journal, 8:91, July 1937)

Attempts to determine what magazines are read by Colorado teachers, to what extent their reading is influenced by various factors, and how extensively teachers and administrators read magazines dealing with their special fields. Finds that of a total of 402 different magazines read 204 were professional and 198 were literary; that women teachers read more than men teachers; that the amount of reading increases with teaching experience, especially in the case of professional reading; that the amount of professional reading increases with the higher degrees held and the higher type of administrative position held; that the grade taught, or the size of the school has little influence on the reading done by the teachers.

3506. Calvert, Alfred B. Reading habits of former Pierce high school students. Master's, 1937. Nebraska. 72 p. ms.

Finds little relationship between marks received in school and the amount of reading done by the individual; that the poorer scholastic groups read more fiction and less non-fiction than do the better scholastic groups; that women read more magazines than do men; and that about half of the group felt that they were not motivated to read by the school.

3507. Crigger, Blanche. Some factors influencing the reading interests of junior high school boys and girls. Master's, 1937. Tennessee. 157 p. ms.

Shows that young people are primarily interested in fiction followed by the short story, travel stories and biographies; the quality of their selection is gratifying; action, adventure, heroism, mystery, hardships, fighting, cleverness, humor, daily life situations and some love seem to be desired traits for these boys and girls; their favorite authors are Clemens, Gray, London, Stevenson, James, Alcott, Porter and Hill; interest in current events; and that the teachers, to a small degree, influence the reading of boys and girls.

3508. Evans, Adele Virginia. Suggestive methods for vitalizing outside reading and book reporting. Master's, 1937. Peabody. 92 p. ms.

Finds that 91 out of the 100 teachers questioned, consider the stimulation of reading interests an important part of English teaching.

3509. Falkoff, Barbara. The reading habits and interests of women prisoners. Master's, 1936. Columbia.

3510. Farr, Martha Livingston. The reading preferences of primary children. Master's, 1937. Cincinnati. 129 p. ms.

Determines the preferences of children in 14 primary classrooms, grades 1-3, for specific books which were available on reading tables. Classifies the 542 books used, and finds catholicity of interest in reading by the children studied.

3511. Faughn, Attie. A reading survey in Benton, Kentucky. Master's, 1937. Peabody. 270 p. ms.

Studies the relation of income, education and occupation to the reading material found in the homes of Benton high school children. Finds that education influences the reading material found in the homes more than income or occupations.

3512. Foley, R. H. Reading habits and interests of early adolescents. Master's, 1937. Colo. St. Coll. of Ed.

3513. Gordon, Lucia. Amount and kind of recreational reading done by students at Colorado state college of education. Master's, 1937. Colo. St. Coll. of Ed.

3514. Harvey, Rex E. An investigation of the professional and literary reading of teachers. Master's, 1936. Ind. St. T. C. 44 p. ms. (Abstract in Teachers college journal, 8: 79-80, July 1937)

Attempts to determine what types of professional and literary magazines and professional books are read by teachers and the effect self, years of experience, college training, degree, school position, and type of school have upon the reading of teachers as shown by replies to questionnaires sent to 821 teachers in northwestern Indiana. Shows that the amount of professional reading done by both men and women increases with years of experience but not literary reading; that teachers in city schools read more professional and literary books than do teachers in township schools.

3515. Hathaway, Laura Blanche. Some factors that influence elementary children's reading of literature. Master's, 1937. Peabody. 110 p. ms.

3516. Heller, Frieda M. Voluntary reading of junior high school pupils in an experimental school. Master's, 1937. Columbia.

3517. Huddleson, Lonnie D. Children's interests in library books. Master's, 1937. Oklahoma. 70 p. ms.

3518. Hurley, Richard James. The influence of environmental factors upon the reading interests of junior-senior boys and girls. Master's, 1936. Columbia.

\*3519. Lazar, May. Reading interests, activities, and opportunities of bright, average, and dull children. Doctor's, 1937. T. C., Col. Univ., New York, Teachers college, Columbia university, 1937. 127 p. (Contributions to education, no. 707)

Describes an experiment conducted with 1,038 boys and 980 girls in 13 public schools in three boroughs of New York City, to determine the reading interests and activities of children of 10, 11, and 12 years of age, in the 4B to 6A grades. Finds that the bright group had better environmental opportunities than the other groups, with the dull children having the worst; that bright and average pupils liked history, while dull pupils preferred arithmetic and spelling as they did not involve much reading; that girls read more than boys; that bright pupils read better types of books and magazines than the other groups; that boys and girls differed greatly in their reading interests.

3520. McClelland, Marybelle. What does an analysis of reading done by the faculty show in regard to service rendered by the Iowa state teachers college library? Master's, 1936. Columbia.

3521. Moore, R. Sharon. Relation of pupils reading interests to time spent in high school. Master's, 1937. Kentucky. 136 p. ms.

Attempts to discover whether each year finds the pupil reading a type of book that is on a higher literary plane than was the type he read the year before. Checks increase in amount and tone of reading.

3522. Mott, Beulah. A study of the recreational reading in the secondary school of Colorado state college of education. Master's, 1937, Colo. St. Coll. of Ed.

3523. Naylor, H. J. Reading to remove race prejudice. Master's, 1937. Colo. St. Coll. of Ed.

\*3524. Rasche, William Frank. The reading interests of young workers. Doctor's, 1936. Chicago. Chicago, University of Chicago libraries, 1937. 154 p.

Covers a series of surveys, experiments, and special investigations conducted with students at the Milwaukee vocational school during the period from 1924 to 1936 to stimulate and upgrade the reading interests and activities of the pupils. Discusses the findings of a reading survey conducted in 1932; the reading-with-a-purpose club experiment; the significance of the effect of the social environment upon the reading interests of young people; and evaluates the effectiveness of a comprehensive reading program.

3525. **Robinson, Lois B.** An experiment in stimulating pupil purposes in free reading in the twelfth grade. Master's, 1937. Ohio Univ. 110 p. ms.

3526. **Stephens, Mary A.** Influence of the home and the school on outside reading. Master's, 1937. Colo. St. Coll. of Ed.

3527. **Volles, Stephanie Eleanor Hill.** A study of the leisure time reading of elementary school children. Master's, 1937. Southern California.

3528. **Waples, Douglas.** People and print: social aspects of reading in the depression. Chicago, University of Chicago press, 1937. 228 p. (University of Chicago studies in library science)

Attempts to determine effect of the depression on the number and character of publications read; the effect of changes in the character of current publications on popular reading; the effect of changes in the distributing agencies on changes in the publications read; changes in the reading behavior of different social groups reflect different means and degrees of resistance to the depression; shifts in the status of individuals within any social group differentiate their reading interests from those of the group as a whole; and finds that the most persistent readers before, during, and after the depression are found in the same social groups.

3529. ——— Research memorandum on social aspects of reading in the depression. New York, Social science research council, 1937. 228 p. (Bulletin 37, 1937) (University of Chicago).

Attempts to determine in what ways the depression affected the number and the character of publications read; what changes in popular reading are related to changes in the character of current publications; what changes in publications read are related to changes in the distributing agencies; what changes in the reading behavior of different social groups reflect different means and degrees of resistance to the depression; whether shifts in the status of individuals within any social group differentiate their reading interests from those of the group as a whole; and whether or not, the most persistent readers before, during and after the depression are found in the same social groups.

3530. **Waska, Vi Nette B.** A critical analysis of allusions to Biblical, mythological, and classical literature in the free reading of sophomores of Calumet high school, Chicago. Master's, 1937. Colo. St. Coll. of Ed.

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 Cornell University, 245, 1091, 1790-1791, 2806, 3222, 3254, 3258, 3269, 3323, 3369.  
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 Drake University, 964, 978, 1000, 1013, 1106, 1993,  
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 Eastern Baptist Theological Seminary, 368, 1901,  
 1927, 2285, 3141, 3496.  
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 3320, 3341, 3349.  
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 1523, 1536, 1543, 1560, 1574, 1599, 1605, 1609, 1612,  
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 860, 865, 867-868, 873, 878, 888, 891, 902, 926, 970, 993,  
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 1511, 1514, 1531, 1533, 1541, 1557, 1584, 1588, 1604,  
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 2199, 2433, 2438, 2538, 3236, 3257, 3313, 3326, 3333,  
 3336, 3349.  
 Iowa State Teachers College, Cedar Falls, 11, 599,  
 887, 1758, 1800, 1903, 2327, 2330, 2366, 3043, 3082-3083.

## J

Johns Hopkins University, 938, 1240, 2113, 3282, 3402.

## K

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 Kansas, University of, 34, 347, 376, 592, 645, 700, 766,  
 769, 856, 989, 1012, 1043, 1102, 1111, 1122, 1142, 1168,  
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 Kansas State College of Agriculture and Applied  
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 Kansas State Teachers College, Emporia, 3, 162, 182,  
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Kentucky, University of, 13, 69, 107, 284, 316, 666, 821, 877, 967, 971, 1021, 1164, 1570, 1576, 1642, 1860, 2164, 2578, 2739, 2783, 2858, 2897, 2999, 3193, 3201, 3216, 3521.

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New Mexico, University of, 956, 1260, 2118, 2466, 2580-2581, 2658, 2672, 2819, 2860, 3082, 3197.

New York State College for Teachers, 612.

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New York University, 128, 151, 174, 190, 214, 234, 252, 263, 273, 280-282, 287-288, 295, 307, 313, 351, 393, 415, 475, 637, 680, 789, 810, 945, 958, 985-987, 1015, 1019, 1025, 1029, 1185, 1306, 1364, 1403, 1405, 1410, 1444, 1484, 1520, 1522, 1528, 1537, 1542, 1564, 1566-

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North Texas State Teachers College, 33, 312, 1048, 1139, 1189, 1215, 1430-1431, 1517, 1597, 1744, 1780, 1848, 1984, 2181, 2461, 2547, 2789, 2847.

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Oregon State Agricultural College, 1829, 2561.

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Panzer College of Physical Education, 577, 1486.

Pennsylvania, University of, 172, 191, 557, 1160, 1196, 1732, 2077, 2508, 2569, 2642, 2676, 2943, 3399.

Pennsylvania State College, 410, 570, 675, 781, 845, 1056, 1064, 1722, 1775, 1928, 1982, 2096, 2120, 2386, 2594, 2614, 2814, 2845, 2986, 3456.

Pittsburgh, University of, 14, 81, 102, 241-242, 291, 390, 412, 472, 554, 566, 568, 590, 623, 647, 676, 690, 694, 754, 892, 914, 923, 943, 1003, 1005, 1063, 1128, 1166, 1217, 1375, 1443, 1545, 1602, 1613, 1734, 1846, 1895, 1936, 1974, 1978, 2059, 2173, 2208, 2232, 2356, 2418, 2482, 2499, 2511, 2541, 2545, 2555, 2584, 2597, 2599, 2634, 2811-2812, 2855, 2993, 3052, 3060, 3101, 3170, 3186, 3220, 3250, 3364, 3438, 3449, 3486.

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Southwest Texas State Teachers College, 1396, 2869.

Southwestern Baptist Theological Seminary, 1412, 1921, 1935.

Stanford University, 41, 54, 77, 89, 93, 145, 216, 268, 345, 401, 425, 487, 496, 530, 604, 632, 678, 817, 967, 1007, 1096, 1211, 1231, 1258, 1341, 1363, 1377, 1398, 1441, 1457, 1464, 1470, 1488, 1491, 1554, 1582, 1616, 1626, 1751, 1763, 1772, 1858, 1970, 2124, 2149, 2213, 2222, 2229, 2240, 2301, 2346, 2393, 2444, 2483, 2550,

2554, 2635, 2689, 2795, 2823, 2848, 2927, 2954, 2966, 2969, 2994, 3000-3001, 3062, 3088-3089, 3145, 3173, 3237, 3247, 3264, 3280-3281, 3285, 3302, 3357, 3434, 3447, 3455, 3485.

Stephens College, 2217.

Stetson University, 73, 83, 188, 1624, 2036.

Stevens Institute, 500.

Sweet Briar College, 679.

Syracuse University, 64, 141, 184, 195, 586, 729, 905, 1337, 1425, 2038, 2190, 2224, 2263, 2600, 2654, 2975, 3035, 3176, 3441, 3494.

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