

UNITED STATES DEPARTMENT OF THE INTERIOR
HAROLD L. ICKES, Secretary
OFFICE OF EDUCATION
GEORGE F. ZOOK, Commissioner

BIBLIOGRAPHY
OF RESEARCH STUDIES
IN EDUCATION
1932-1933

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THE LIBRARY DIVISION

by
RUTH A. GRAY



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LETTER OF TRANSMITTAL

DEPARTMENT OF THE INTERIOR,
OFFICE OF EDUCATION,

Washington, D.C., May 1934.

SIR: This is the seventh bibliography of research studies in education. It lists masters' and doctors' theses and faculty research in education, showing the place and date of publication, wherever possible. The studies marked with an asterisk are available for interlibrary loan from the Office of Education. There are on file 1,300 masters' theses and doctors' dissertations from 59 institutions, which may be borrowed on interlibrary loan. The bibliography is of assistance to graduate students and to the faculty of institutions of higher education, in showing the studies completed in the field of education, and in preventing duplication of effort.

I feel that the volume is of value, and respectfully recommend that it be published as a bulletin of this Office.

GEORGE F. ZOOK,
Commissioner.

The SECRETARY OF THE INTERIOR.

VII

INTRODUCTORY NOTE

SCOPE OF BIBLIOGRAPHY

The seventh¹ compilation of research studies in education, which we present herewith, covers the school year, September 1, 1932, through August 31, 1933. Records for 8,229 masters' theses, 370 doctors' dissertations, and 462 faculty studies were received from 128 colleges and universities in response to a letter which was sent out on October 15, 1933. For this same period two mimeographed bibliographies have been issued, listing in one the research and investigations carried on by State departments of education and State education associations, and in the other that reported by city school systems. These three bibliographies cover the material which was formerly included in the printed bibliography of educational research.

Reports were received from colleges and universities granting graduate degrees in education, and from some institutions whose faculty members only carry on research in the field of education. Periodical references for faculty studies have been given for those which have been published. Some of these studies were published in magazines of a later date than August 1933, but were included because the studies were completed within the period covered by the bibliography.

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 is 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 lists studies in the several fields of education: Current educational conditions in the United States and in foreign countries, history of education, educational research, the building of the curriculum, the subjects of the curriculum, education from pre-school days through higher education, the training and status of teachers, school administration and management, the education of

¹ Earlier bulletins in the series are: 1926-27, Bulletin, 1928, No. 22; 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.

racial groups and of exceptional groups, and various types of libraries and their use.

Number of research studies in various fields of education, 1932-33

Subject	Doctors'	Masters'	Faculty research	Theses received
1	2	3	4	5
1. Education—history and biography.....	19	105	9	11
2. Current educational conditions—United States.....	3	38	10	4
3. Current educational conditions—foreign and international.....	12	36	1	10
4. Educational theory, special methods.....	21	142	19	30
5. Psychology, educational and child study.....	11	61	10	6
6. Testing and research.....	14	130	67	12
7. Curriculum studies, including subjects of the curriculum.....	111	1,285	111	120
8. Elementary education, including preschool.....	8	59	7	4
9. Secondary education and junior college.....	22	161	16	24
10. Higher education.....	22	121	70	14
11. Adult education.....	22	24	5
12. Teacher training and teachers, status.....	34	137	39	22
13. Administration of schools and school management.....	56	648	63	52
14. School buildings, equipment, and janitors.....	5	33	5	4
15. Sociology, educational.....	3	29	2
16. Racial groups, education.....	9	61	6	11
17. Exceptional groups.....	11	89	11	7
18. Libraries.....	8	70	13	9
Total.....	370	3,229	462	342

The fields in which the largest number of theses and faculty studies have been reported were: Curriculum studies, administration of schools, secondary education, educational theory and special methods of instruction, teacher training and status of teachers, and educational history and biography, in the order listed. It is interesting to note that whereas a total of 940 more studies were reported for the school year 1932-33, the fields of greatest interest were the same as those for the school year 1931-32.

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

The library now has a collection of 1,300 masters' theses and doctors' dissertations in the various fields of education from 48 institutions. These studies have been deposited by the institutions granting the degrees, and in a number of cases by the authors of the studies.

Several institutions have stated that they are requiring all graduate students in education to have copies of their theses made for the Office of Education library, so that these studies may be available for interlibrary loan. The thesis collection is in constant use, both in Washington and through interlibrary loan throughout the country.

The Office of Education appreciates the cooperation of authors and institutions of higher education in reporting their theses and faculty studies, and in depositing copies of theses in the library. The library hopes to build up a collection of faculty studies for interlibrary loan, similar to the thesis collection, and would like to have faculty studies submitted in printed or manuscript form, so that they may be available for consultation or loan.

The assistance of Delia V. Cafferty, of the Library Division, in indexing the bibliography is greatly appreciated.

ABBREVIATIONS

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

ABBREVIATIONS	INSTITUTIONS
Agr. and Mech. Coll. of Texas.	Agricultural and mechanical college of Texas, College Station, Tex.
Alabama.....	University of Alabama, University, Ala.
Ala. Poly. Inst.....	Alabama polytechnic institute, Auburn, Ala.
American Univ.....	American university, Washington, D.C.
Arizona.....	University of Arizona, Tucson, Ariz.
Arkansas.....	University of Arkansas, Fayetteville, Ark.
Ball St. T. C.....	Ball State teachers college, Muncie, Ind.
Birmingham-Southern.....	Birmingham-Southern college, Birmingham, Ala.
Boston Coll.....	Boston college, Boston, Mass.
Boston Univ.....	Boston university, Boston, Mass.
Brigham Young.....	Brigham Young university, Provo, Utah.
Brown.....	Brown university, Providence, R.I.
Bucknell.....	Bucknell university, Lewisburg, Pa.
Buffalo.....	University of Buffalo, Buffalo, N.Y.
Butler.....	Butler university, Indianapolis, Ind.
California.....	University of California, Berkeley, Calif.
Catholic Univ.....	Catholic university of America, Washington, D.C.
Chicago.....	University of Chicago, Chicago, Ill.
Cincinnati.....	University of Cincinnati, Cincinnati, Ohio.
Claremont.....	Claremont colleges, Claremont, Calif.
Clark.....	Clark university, Worcester, Mass.
Coll. of the City of Detroit.....	College of the City of Detroit, Detroit, Mich.
Coll. of the City of New York.	College of the City of New York, New York, N.Y.
Colorado.....	University of Colorado, Boulder, Colo.
Colo. Agr. Coll.....	Colorado agricultural college, Fort Collins, Colo.
Colo. St. T. C.....	Colorado State teachers college, Greeley, Colo.
Columbia.....	Columbia university, New York, N.Y.

ABBREVIATIONS—contd.	INSTITUTIONS—contd.
Cornell.....	Cornell university, Ithaca, N.Y.
Creighton.....	Creighton university, Omaha, Nebr.
Delta St. T. C.....	Delta State teachers college, Cleveland, Miss.
Denver.....	University of Denver, Denver, Colo.
Detroit.....	University of Detroit, Detroit, Mich.
Dickinson.....	Dickinson college, Carlisle, Pa.
Drake.....	Drake university, Des Moines, Ia.
Duke.....	Duke university, Durham, N.C.
East. Ill. St. T. C.....	Eastern Illinois State teachers college, Charleston, Ill.
East. Ky. St. T. C.....	Eastern Kentucky State teachers college, Richmond, Ky.
Emory.....	Emory university, Emory, Ga.
Florida.....	University of Florida, Gainesville, Fla.
Fla. St. Coll.....	Florida State college for women, Tallahassee, Fla.
Fordham.....	Fordham university, New York, N.Y.
George Washington.....	George Washington university, Washington, D.C.
Georgia.....	University of Georgia, Athens, Ga.
Hamline.....	Hamline university, St. Paul, Minn.
Hampton.....	Hampton institute, Hampton, Va.
Harvard.....	Harvard university, Cambridge, Mass.
Hawaii.....	University of Hawaii, Honolulu, Hawaii.
Howard.....	Howard university, Washington, D.C.
Illinois.....	University of Illinois, Urbana, Ill.
Indiana.....	Indiana university, Bloomington, Ind.
Ind. St. T. C.....	Indiana State teachers college, Terre Haute, Ind.
Iowa.....	State university of Iowa, Iowa City, Ia.
Iowa St. Coll.....	Iowa State college, Ames, Ia.
Iowa St. T. C.....	Iowa State teachers college, Cedar Falls, Ia.
John Carroll.....	John Carroll university, Cleveland, Ohio.
Johns Hopkins.....	Johns Hopkins university, Baltimore, Md.
Kansas.....	University of Kansas, Lawrence, Kans.
Kans. St. Coll. of Agr.....	Kansas State college of agriculture and applied science, Manhattan, Kans.
Kans. St. Coll.....	Kansas State college, Fort Hays, Kans.
Kans. St. T. C., Emporia.....	Kansas State teachers college, Emporia, Kans.
Kans. St. T. C., Pittsburg.....	Kansas State teachers college, Pittsburg, Kans.
Kentucky.....	University of Kentucky, Lexington, Ky.
Louisiana.....	Louisiana State university, Baton Rouge, La.
Louisville.....	University of Louisville, Louisville, Ky.
Maine.....	University of Maine, Orono, Me.
Maryland.....	University of Maryland, College Park, Md.
Marywood.....	Marywood college, Scranton, Pa.
Mass. St. Coll.....	Massachusetts State college, Amherst, Mass.
Miami.....	Miami university, Oxford, Ohio.
Michigan.....	University of Michigan, Ann Arbor, Mich.
Mich St. Coll.....	Michigan State college, East Lansing, Mich.
Mich. St. Nor. Coll.....	Michigan State normal college, Ypsilanti, Mich.
Mills.....	Mills college, Mills College, Calif.
Minnesota.....	University of Minnesota, Minneapolis, Minn.
Minn. St. T. C.....	Minnesota State teachers college, Moorhead, Minn.
Mississippi.....	University of Mississippi, University, Miss.

ABBREVIATIONS—contd.

INSTITUTIONS—contd.

Miss. St. Coll. for Women	Mississippi State college for women, Columbus, Miss.
Missouri	University of Missouri, Columbia, Mo.
Montana	State university of Montana, Missoula, Mont.
Nebraska	University of Nebraska, Lincoln, Nebr.
New Hampshire	University of New Hampshire, Durham, N.H.
New Jersey St. T. C.	New Jersey State teachers college, Trenton, N.J.
New Mexico	University of New Mexico, Albuquerque, N.Mex.
N. Mex. Nor. Univ.	New Mexico normal university, Las Vegas, N.Mex.
N. Mex. St. T. C.	New Mexico State teachers college, Silver City, N. Mex.
New York	New York university, New York, N.Y.
N.Y. St. Coll. for Teach.	New York State college for teachers, Albany, N.Y.
N.Y. St. T.C.	New York State teachers college, Buffalo, N.Y.
North Carolina	University of North Carolina, Chapel Hill, N.C.
N.C. St. Coll.	North Carolina State college, Raleigh, N.C.
North Dakota	University of North Dakota, University, N.Dak.
Northwestern	Northwestern university, Evanston, Ill.
Notre Dame	University of Notre Dame, Notre Dame, Ind.
Ohio	Ohio State university, Columbus, Ohio.
Ohio Wesleyan	Ohio Wesleyan university, Delaware, Ohio.
Oklahoma	University of Oklahoma, Norman, Okla.
Okla. A. and M. Coll.	Oklahoma agricultural and mechanical college, Stillwater, Okla.
Oregon	University of Oregon, Eugene, Oreg.
Oreg. St. Agr. Coll.	Oregon State agricultural college, Corvallis, Oreg.
Peabody	George Peabody college for teachers, Nashville, Tenn.
Pennsylvania	University of Pennsylvania, Philadelphia, Pa.
Penn. State	Pennsylvania State college, State College, Pa.
Peru St. T. C.	Peru State teachers college, Peru, Nebr.
Phillips	Phillips university, Enid, Okla.
Pittsburgh	University of Pittsburgh, Pittsburgh, Pa.
Princeton	Princeton university, Princeton, N.J.
Puerto Rico	University of Puerto Rico, Rio Piedras, P.R.
Puget Sound	College of Puget Sound, Tacoma, Wash.
Purdue	Purdue university, LaFayette, Ind.
Radford St. T.C.	Radford State teachers college, East Radford, Va.
Reed	Reed college, Portland, Oreg.
Rutgers	Rutgers university, New Brunswick, N.J.
St. Louis	St. Louis university, St. Louis, Mo.
Smith	Smith college, Northampton, Mass.
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.
Stanford	Stanford university, Stanford University, Calif.
St. T.C., Clarion	State teachers college, Clarion, Pa.
St. T.C., Montclair	State teachers college, Montclair, N.J.
Stetson	Stetson university, De Land, Fla.
Syracuse	University of Syracuse, Syracuse, N.Y.

ABBREVIATIONS—contd.	INSTITUTIONS—contd.
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.
Utah	University of Utah, Salt Lake City, Utah.
Utah St. Agr. Coll.	Utah State agricultural college, Logan, Utah.
Vanderbilt	Vanderbilt university, Nashville, Tenn.
Vermont	University of Vermont, Burlington, Vt.
Virginia	University of Virginia, Charlottesville, Va.
Va. Poly. Inst.	Virginia polytechnic institute, Blacksburg, Va.
Wabash	Wabash college, Crawfordsville, Ind.
Walla Walla	Walla Walla college, College Place, Wash.
Washington	University of Washington, Seattle, Wash.
Wash. St. Coll.	Washington State college, Pullman, Wash.
Wash. St. Nor. Sch.	Washington State normal school, Bellingham, Wash.
Wash. St. Nor. Sch., Cheney	Washington State normal school, Cheney, Wash.
Washington Univ.	Washington university, St. Louis, Mo.
Wellesley	Wellesley college, Wellesley, Mass.
Wells	Wells college, Aurora, N.Y.
Wesleyan	Wesleyan university, Middletown, Conn.
West Va.	West Virginia university, Morgantown, W.Va.
West Va. St. Coll.	West Virginia State college, Institute, W.Va.
West Tex. St. T. C.	West Texas State teachers college, Canyon, Tex.
West. Ky. St. T. C.	Western Kentucky State teachers college, Bowling Green, Ky.
Western Reserve	Western Reserve university, Cleveland, Ohio.
West. St. Coll.	Western State college, Gunnison, Colo.
West. St. T. C.	Western State teachers college, Kalamazoo, Mich.
Wichita	University of Wichita, Wichita, Kans.
William and Mary	College of William and Mary, Williamsburg, Va.
Wisconsin	University of Wisconsin, Madison, Wis.
Wittenberg	Wittenberg college, Springfield, Ohio.
Wyoming	University of Wyoming, Laramie, Wyo.
Yale	Yale university, New Haven, Conn.

BIBLIOGRAPHY OF RESEARCH STUDIES IN EDUCATION, 1932-1933

(Entries for masters' and doctors' theses are abbreviated. "Master's, 1933. T.C., Col. Univ." signifies a master's thesis completed in 1933 at Teachers College, Columbia University, New York, N.Y. A complete list of abbreviations used for institutions may be found on pp. XI-XIV.)

* Indicates theses on file in the United States Office of Education Library.

EDUCATION — HISTORY

1. **Aaron, William George.** History of education in Adair county, Kentucky. Master's, 1933. Kentucky. 124 p. ms.

Describes the development of private and public education in the county.

2. **Arnest, Sister Mary Thomas.** A comparative study of education in ancient Greece with that in the United States today. Master's, 1932. Notre Dame.

3. **Bartlett, William W.** An historical study of Otterbein college at Westerville in the State of Ohio. Doctor's, 1933. Ohio. 286 p. ms.

4. **Bayne, I. D.** The history of education in Calcasieu parish. Master's, 1933. Louisiana.

5. **Bennett, Rolla James.** History of the founding of educational institutions by the Disciples of Christ in Virginia and West Virginia. Doctor's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 8: 38-44)

Traces the development of elementary, secondary, and higher education as sponsored by the Disciples of Christ, and discusses the value of the educational contributions of Alexander Campbell, and the Disciples of Christ to the history of education in Virginia.

6. **Blackburn, Richard Leroy.** The development of the Arizona public school system. Doctor's, 1933. Southern California. (California quarterly of secondary education, 9: 80, October 1933)

7. ***Bollig, Richard Joseph.** History of Catholic education in Kansas, 1836-1932. Doctor's, 1933. Catholic Univ. Washington, D.C., Catholic university of America, 1933. 131 p.

Treats chronologically all schools as they were founded according to dioceses, considering first the private schools, then the parochial schools, and finally discussing the present status of all Catholic schools.

8. **Bond, Wilmer Krusen.** Significant trends in education in the United States since 1901. Master's, 1932. Temple. 171 p. ms.

Attempts to determine new trends, subjects with the greatest amount of change, and the influence of outside conditions in shaping these trends.

9. ***Boogher, Elbert W. G.** Secondary education in Georgia, 1732-1858. Doctor's, 1932. Pennsylvania. Philadelphia, University of Pennsylvania, 1933. 452 p.

Describes early educational beginnings, constitutional and legislative provisions for secondary education, growth and character of academies, curriculum and methods of teaching, female secondary education, and religious influence and denominational schools.

10. **Borden, Louise.** Influence of the Bible on early Massachusetts education. Master's, 1933. Boston Univ. 80 p. ms.

11. ***Bowler, Sister Mary Mariella.** A history of Catholic colleges for women in the United States of America. Doctor's, 1933. Catholic Univ. Washington, D.C., Catholic university of America, 1933. 145 p.

Describes the internal life of the colleges, their administration, curriculum, extra-curricular activities and discipline.

12. ***Brennan, Grace.** History and present status of cooperative education in the high schools of the City of New York. Master's, 1932. New York. 60 p. ms.

Data indicate that cooperative education, which was first authorized in 1914, benefits the employer, the school and the student.

13. **Bronstad, Alvin Laurence.** History of education in Bosque county, Texas. Master's, 1933. Texas.

14. **Brooks, C. H.** The history of education in Kansas since 1914. Master's, 1933. Kans. St. Coll., Ft. Hays. 174 p. ms.

15. **Brown, Edward J.** History of education in Natchitoches parish. Master's, 1933. Louisiana.

16. **Brown, John Samuel.** History of education in Crittenden county, Ky. Master's, 1933. Kentucky. 128 p. ms.

Traces the development of public and private education in Crittenden county, Ky., surveys the present educational conditions in the county, and recommends a program for future development.

17. **Buchanan, John Victor.** Education in New Mexico during the territorial period (1850-1912). Master's, 1933. Kentucky. 149 p. ms.

18. **Camien, Laiten Lester.** The history of the schools of Sumner county. Master's, 1933. Wichita. 187 p. ms.

19. **Cannon, Ernestine Jacobs.** The relation of North Carolina, South Carolina, and Virginia to privately supported schools as shown by a study of private charters granted from 1745 to 1907. Master's, 1933. Duke.

20. **Cannon, John Lewis, jr.** A history of Methodist schools in Arkansas. Master's, 1932. South. Methodist.

21. **Cox, Lloyd Bryant.** History of education in Casey county, Ky. Master's, 1933. Kentucky. 122 p. ms.

Traces the development of the educational program of Casey county from the earliest settlement to the present. It points out the contributions made by the various private and church interests as well as the handicaps which retarded the establishment of the public-school system.

22. **Davis, Orville.** A history of the Religious education association. Master's, 1933. Northwestern. ms.

23. **Deluse, Norma.** A history of the Indianapolis elementary schools (1821-1900). Master's, 1933. Butler. 139 p. ms.

24. **Dietrich, Marietta.** The history of Grove City college. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 517-18)

25. **Doris, Sebastian.** Belmont abbey—its history and educational influence. Master's, 1933. Catholic Univ. 68 p. ms.

26. **Downey, Maude.** The history of pre-revolutionary education in Virginia. Master's, 1933. Fordham.

27. **Dunnigan, Lucille.** Influence of the education clause of the Northwest ordinance on social progress of the American frontier. Master's, 1933. N.Y. St. Coll. for Teach.

28. *Eason, Thomas D. History of teacher certification in Virginia. A review of the laws and regulations from 1870 to 1932. Master's, 1932. New York. 149 p. ms.

Traces the development of teacher certification by county superintendents, from 1870-1905; by the State board of examiners and inspectors, 1905-1911; and by the State department of education, 1911-1932.

29. Eutsler, Keener Wilson. The development of the high school in West Virginia. Master's, 1933. Maryland. 145 p. ms.

Shows the development of the high school in West Virginia from its beginning to 1930, including the junior high school, the county high school, and normal training high schools.

30. Ezell, Boyce Fowler. The development of secondary education in Florida with special reference to the public white high school. DeLand, Fla., John B. Stetson university, 1932. 144 p.

Presents the historical development and present status of secondary education in Florida.

31. Faulk, John W. The history of education in Lafayette parish. Master's, 1933. Louisiana.

32. Fleming, Ruth. A study of the materials for the history of public elementary education in California from 1850 to 1930. Master's 1932. California.

33. Flores, Mariana Somera. The development of public elementary schools in the Philippine Islands. Master's, 1933. Chicago. 114 p. ms.

Traces and discusses in detail the development of public elementary schools in the Philippine Islands since their establishment in the early years of American occupation to 1930.

34. Fogle, Ruth Anna. The early education of the Presidents of the United States. Master's, 1933. Washington. 115 p. ms.

Finds that environment, home and religion contribute most to character development; that private schools were most prevalent, and that only two presidents were graduated from public high school.

35. *Ford, Thomas Benjamin. The educational contributions of the United States Commissioner of education, 1867-1928. Doctor's, 1933. American Univ. 121 p. ms.

Gives a history of the Bureau of education, and shows the influence and activities of the various commissioners from the time of Henry Barnard through John J. Tigert.

36. Freeman, William Webb. Background of the Campbell movement. Master's, 1933. South. Methodist. 236 p. ms.

Describes the work of the founders of the Disciples of Christ.

37. Garrison, Albert L. Legislative basis for State support of public elementary and secondary education in Virginia since 1810. Master's, 1933. Duke.

38. Gary, John L. The trend of public education in Oregon as indicated by legislation of the past 10 years. Master's, 1933. Oregon. ms.

39. Glatstein, Harry. Historical survey of the curriculum of the Jewish school. Master's 1932. Temple. 31 p. ms.

Shows that as long as the Jewish people were independent the curriculum was mainly concerned with knowledges, subjects, and skills necessary for a complete life, but when they began to disperse the curriculum had 2 main objectives (1) adjustment to new situations, and (2) instillation in the Jewish people of love and hope for a national home for all Jewish people. In America, however, the curriculum is mainly concerned with adjustments to American situations with relatively little emphasis on the spirit of national home for all.

40. **Glazener, S. M.** The history of Franklin college, Pilot Point, Texas. Master's, 1932. South. Methodist.

41. **Godfrey, Roy Burchell.** Legislative development of county boards of education and the office of county superintendents of public schools in North Carolina since 1839. Master's, 1933. Duke.

42. **Gordon, Isidor.** Sociological influence upon educational progress in the United States, 1816-1837. Master's, 1933. Coll. of the City of N.Y. 127 p. ms.

Finds that the rise of cities with a large concentrated population made large and well-graded school systems more possible; workers, feeling the competition of child labor, demanded education which kept the child workers off the market; "hundred percenters", mostly Protestant, fearing that their children would fall under the tutelage of the increasing foreign population, mostly Catholic, sought public non-sectarian education as the solution; politicians seeking the votes of newly enfranchised workers offered education as a panacea; humanitarians hoped to ameliorate conditions through education; philanthropists, trying to save property from criminals and radicals, and trying to prevent the Government from falling into the hands of demagogues riding into power on the ignorance of a mass of new voters, advocated education as a preventive.

43. **Hansbrough, Vivian Mayo.** A history of higher education in Arkansas. Master's, 1933. Chicago. 110 p. ms.

44. **Hardy, Thomas E.** The development of education in Cook county, Texas, from 1848 to 1931. Master's, 1932. South. Methodist.

45. **Harrington, Edward W.** The public school system and the second constitution of California. Doctor's, 1933. Stanford. (Abstract in: Stanford university. Abstracts of dissertations for the degrees of doctor of philosophy and doctor of education, 1932-33. Fifth series, no. 158, p. 19-24.)

Shows what changes were made in the education article of the constitution of California in 1879, the reasons for the changes, and the results which were apparent in the next decade.

46. **Hatch, Ruth F.** A study of the history of the development of coeducation in Massachusetts. Master's, 1933. Mass. St. Coll. 150 p. ms.

47. **Holland, Kathryn.** A history of the Omaha public school system. Master's, 1933. Creighton.

48. **Holt, Margaret Elunia.** A history of pre-statehood schools: mission, boarding, neighborhood, and political. Master's, 1933. Okla. A. & M. Coll.

49. **Hopper, William Pierce.** Development of education in Okfuskee county, Oklahoma. Master's 1933. Ok'a. A. & M. Coll. 58 p. ms.

50. **Houseberg, Clarence Robert.** The history of education in Northampton county. Master's, 1933. Penn. State. 78 p. ms.

Covers the history of education in the county from 1728 to date.

51. **Hunter, Annie May.** The development of public education in Granville county. Master's, 1933. Duke.

52. **Hylan, John Coffey.** The history of secondary education in York and Oxford counties in Maine. Master's, 1932. Maine. Orono, University of Maine, 1933. 78 p. (Maine bulletin, vol. 36, no. 5. University of Maine studies, second series, no. 29.)

Describes the Latin grammar school; the history of the academy; the high school before 1878; the free high school under state aid, 1878-1896; later history of the academy, 1875-1930; the development of the high school since 1896.

53. **Jones, Theodore Francis.** New York University, 1832-1932. New York City, New York university press, 1933. 450 p.

Describes the growth of the University from its founding in October 1830, to the present time.

54. **Keeter, John Wesley.** Development of education in Rogers county. Master's, 1933. Okla. A. & M. Coll. 50 p. ms.

55. ***Knight, Charles Brigham.** A history of early education in Roxbury, New Hampshire. Master's, 1933. Boston Univ. 220 p. ms.

Gives a brief history of the settlement of New Hampshire as well as the early education of Roxbury.

56. **Korges, William Henry.** Bastrop county, Texas: historical and educational development. Master's, 1933. Texas.

57. **Laing, Robert T.** The attitude of the governors of the State of Pennsylvania toward education from 1790 to 1834. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 399-400)

58. **Lange, Edwin F.** Primary and secondary education in New Netherlands and colonial New York (1621-1783). Master's, 1933. Coll. of the City of N.Y. 163 p. ms.

Studies public, parochial, private, evening, apprenticeship, Negro, grammar, and vocational schools, analyzes and evaluates the administration, sessions, buildings, equipment, schoolmasters, curriculum, schoolbooks, and student body in the light of contemporary and present conditions, as shown by laws and documents, newspapers, contemporary accounts and biographies, reports of various educational organizations, and books on specific phases of the topics and general histories.

59. **Lankford, Francis Greenfield.** Secondary education in Lancaster and Northumberland counties, 1645-1932. Master's, 1932. Virginia.

60. **Leitch, Hugh V.** A historical survey of the educational growth of Morris county, Kansas. Master's, 1933. Kans. St. T.C., Emporia. 88 p. ms.

61. **Lieberman, George L.** Student government movement in American education (1920-1930). Master's, 1933. Temple. 118 p. ms.

Finds that objection to student government by teachers has been based upon administrative problems; students have objected because of the lack of initiative or frivolous reasons.

62. **Lindberg, Carl Frederick.** Dominant factors in the development of public education in Kansas. Doctor's, 1933. Kansas. 210 p. ms.

Analyzes historically the evolution of district schools into a State school system. Major trends of social, economic and legal character are isolated and their influence upon the development of education in Kansas emphasized.

63. **Loucks, Harold.** The development of education in second class cities of Kansas from 1914 to 1930. Master's, 1933. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1933: 50)

64. **Love, John H.** An educational history of the school district of Woodbridge township, Middlesex county, New Jersey, 1666-1933. Master's, 1933. Rutgers.

65. **McCorkle, Nelle.** History of education in Johnson county, Texas. Master's, 1932. South. Methodist.

66. **McQuiston, Marguerite Patterson.** History of secondary education in the State of Nevada. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 90, October 1933.)

67. **Malden, Arthur L.** Analysis of educational studies made under the auspices of the Association of American universities from 1910-1931. Doctor's, 1933. American Univ. 372 p. ms.

68. **Marnell, Mary Genevieve.** History of State aid furnished public school systems of Massachusetts. Master's, 1933. Boston Univ. 102 p. ms.

69. **Mathews, Dorothy Maud.** The influence of women on education in the United States. Master's, 1933. Wichita. 87 p. ms.
70. **Miller, William Hugh.** The history of public education in Lafourche parish, La. Master's, 1933. Louisiana.
Traces the development of public education in Lafourche parish from the establishment of the first public school to the present time and gives the stages in the development of the county unit plan as changes took place in the type of administrative control.
71. **Mock, Albert.** The private academy movement in Indiana from 1850 to 1900. Doctor's, 1933. Cincinnati.
72. **Moffett, M'Ledge.** A history of the State teachers college at Radford, Virginia, 1910-1930. East Radford, Virginia, Radford State teachers college, 1932. 591 p. ms.
73. **Morgan, James Henry.** Dickinson college: the history of 150 years, 1783-1933. Carlisle, Pa., Dickinson college, 1933. 460 p.
74. **Morrison, Henry C.** The evolving common school. Cambridge, Mass., Harvard university press, 1933. 62 p. (Inglis lecture, 1933)
75. **Mulhall, Sister Leonita.** Genesis and growth of the progressive movements in education. Doctor's, 1932. Cincinnati.
76. **Muller, Anna M.** History of education in Middlesex county. Master's, 1933. Rutgers.
77. **Mullinax, Harvey.** Development of education in Pontotoc county, Oklahoma. Master's, 1932. Okla. A. and M. Coll. 70 p. ms.
Studies teacher qualifications, equipment, finance, attendance, salaries, length of school terms, use of libraries, Negro education from 1884 to 1930.
78. **Myers, Oclah Marie.** Educational development in El Paso county, Colorado. Master's, 1933. Colo. St. T. C.
79. ***Odgers, George Allen.** Education in Hawaii, 1820-1893. Doctor's, 1933. Stanford. 259 p. ms.
Describes the origin and growth of education in Hawaii from the arrival of the first party of American missionaries in March 1820 to the overthrow of the Hawaiian monarchy in January 1893.
80. **Osborne, James Insley and Gronert, Theodore Gregory.** Wabash college, the first hundred years, 1832-1932, being the story of its growth from its founding in the wilderness to the present day. Crawfordsville, Ind., R. E. Banta, 1932. 395 p. (Wabash College)
81. ***Phillips, Clayton Beverly.** Education in Virginia under superintendent Richard Ratcliffe Farr, 1882-1886. Master's, 1932. Virginia. University, University of Virginia, 1933. 165 p. (Secondary education in Virginia, no. 18)
82. **Phippins, Calvin Hall.** Legislation affecting secondary education in Virginia from 1619 to 1845. Doctor's, 1932. Virginia.
83. **Posey, H. V.** The development of education in Choctaw county, Oklahoma. Master's, 1932. Okla. A. and M. Coll. 71 p. ms.
Studies the history of education from the opening of a one teacher school in 1832, through the mission schools, academies, neighborhood schools for Indiana, to the present school system which was established in 1907.
84. **Ramoran, Quirino.** The development of the education system in the Philippines. Master's 1933. Oregon. 83 p. ms.

85. Rankin, Charles. The early history of education in Columbia county. Master's 1933. N.Y. St. Coll. for Teach.

86. East, Mable. The history of education in Grayson county, Texas. Master's, 1932. South. Methodist.

87. Redifer, Ada A. A study of the leisure time of adolescence between 1850 and 1875 as revealed from 50 biographies and memoirs. Master's, 1932. Temple. 58 p. ms.

Finds that current conditions have always influenced or determined the use of leisure time, and that during the period studied singing in the church choir, apple cuts, sleighing and bicycling constituted a majority of the organized leisure pursuits.

88. Reed, Deward Homan. History of Mitchell county, Texas, schools and a proposed plan for consolidation. Master's, 1933. Colorado. (Abstract in: University of Colorado studies. Abstract of theses for higher degrees, 1933: 65-66)

89. Riddle, Margaret Selman. Influential factors in the development of education in McLennan county. Master's, 1933. South. Methodist. 104 p. ms.

90. Bigdon, Wilson O. The early history of education in Harford county, Maryland. Master's, 1933. Maryland. 130 p. ms.

Studies the geographical and historical background of Cokesbury college, the academies, private schools, and public education in the county.

91. Roberts, Edwin B. The history of legislation on secondary education in Ohio from 1902 to 1932. Master's, 1933. Cincinnati.

92. Rogers, Earl Roscoe. A background and history of the development of education in Hancock county, Illinois. Master's, 1933. Colorado. (Abstract in: University of Colorado studies. Abstract of theses for higher degrees, 1933: 67)

93. Ruane, Rev. Joseph William. The founding of Saint Mary's College, Baltimore (1799-1812). Master's, 1933. Catholic Univ., 110 p. ms.

94. Russell, Ronald B. Evolution of education in Sullivan county since 1850. Master's, 1933. Ind.St.T.C. 133 p. (Abstract in: Indiana State teachers college. Teachers college journal, 4: 307, July 1933)

95. Sager, Richard Lee. The McCallie school for boys, Chattanooga, Tenn. (a case study). Master's, 1933. Peabody. 72 p. ms.

96. Sanford, Charles Wilson. A critical study of certain aspects of infant and common school education, 1810-1840. Doctor's, 1933. Illinois.

97. Schneider, Everett Elmer. State teachers institutes in South Carolina from 1880 to 1891. Master's, 1933. South Carolina. 55 p. ms.

98. Schreibers, Charles D. Pioneer education in the Pacific northwest (1789-1847). Master's, 1932. Stanford. 72 p. ms.

99. Shugart, Gardner. A history of the Maryland State teachers' association. Master's, 1933. Maryland. 60 p. ms.

Studies the origin and early history of the association, reorganization and later development, professional activities, the association and educational legislation.

100. *Schutts, Mary Toreva. The Puritans as religious educators. Master's, 1932. New York. 70 p. ms.

Discusses the historic and geographic background of Puritanism, the home life, and the religion of the Puritans.

101. **Smith, Bennett Andrew.** The development of education in Seminole county. Master's, 1933. Okla. A. & M. Coll. 37 p. ms.
102. **Smith, C. V.** The development of education in Murray county, Oklahoma. Master's, 1932. Okla. A. and M. Coll.
Describes the early tribal schools of the Chickasaw Nation, subscription schools, the State school system, and the Oklahoma school for the deaf.
103. **Smith, Earle E.** The history of the East Alabama male college. Master's, 1932. Ala. Poly. Inst.
104. **Spadaro, Louis.** Fifty years of the Alliance Française (1883-1933). Master's, 1933. Coll. of the City of N.Y. 213 p. ms.
Surveys the development and activities of the Alliance Française with special reference to its educational work.
105. **Stander, Golda G.** The history of the founding of Jesuit educational institutions in the City of New York (1683-1860). Master's, 1933. Coll. of the City of N.Y. 102 p. ms.
106. **Stevenson, Perry Lee.** A historical study of the methods of teaching as used by eminent university and college teachers. Doctor's, 1932. New York. 181 p. ms.
Attempts to portray the methods of teaching used by 19 eminent college and university teachers from the Middle Ages through the nineteenth century.
107. **Still, Bayrd.** State constitutional development in the United States, 1829-1851. Doctor's, 1933. Wisconsin. 460 p. ms.
108. **Supple, Mary Carmelita.** Elementary education in colonial New England (1620-1776). Master's, 1933. Catholic Univ. 84 p. ms.
109. **Thomas, Arthur F.** An educational history of Pike county, Indiana. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 91, October 1933)
110. **Traugher, Jesse Jimmy.** Private institutions of learning in Hunt county, Texas. Master's, 1933. South. Methodist. 163 p. ms.
111. **Voelker, Augustus C.** A study of the development of the common school in Pierce county, Washington. Master's, 1933. Puget Sound. 56 p. ms.
112. **Want, Harold Orville.** A study of the New England colonial schools, Master's, 1933. Southern California. California quarterly of secondary education, 9: 91, October 1933)
113. **Weinman, Constance D.** A history of the Salem public schools, 1893-1916. Master's, 1932. Oregon. 92 p. ms.
114. **Wilson, J. Solon.** The rise of the school district in the State of Pennsylvania. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstract of theses, researches in progress, and bibliography of publications, 9: 463-64)
115. **Wright, Luella M.** Literature and education in early Quakerism. Iowa City, University of Iowa, 1933. 60 p. (University of Iowa studies, new series, no. 244. Humanistic studies, vol. 5, no. 2, February 1, 1933)
Surveys the chief aims of the early Friends in publishing their tracts and for establishing a literature marked by similarities in content and in stylistic features; and a study of their plans for a more popular type of education than existed at that time. The study covers the period from 1650 through 1725.

EDUCATIONAL BIOGRAPHY

116. **Barnard, Justin Fred.** Great educators we should know and teach. Master's, 1933. Colo.St.T.C.

117. **Bradford, Bertha B.** Dr. Asa D. Lord, educational pioneer. Master's, 1933. Ohio. 151 p. ms.

118. **Clifton, John L.** Ten famous American educators. Columbus, Ohio, R. G. Adams and company, 1933. 272 p. (Ohio State university)

Gives the biography and educational contributions of Horace Mann, Henry Barnard, William Holmes McGuffey, Noah Webster, Thomas Wadleigh Harvey, Frances Willard, William Torrey Harris, William James, Charles William Elliot, and William Rainey Harper.

119. **Cooper, Josephine.** Up through the grades, an educational autobiography. Master's, 1932. Vanderbilt. 59 p. ms.

120. **Dwarys, Samuel.** James Pyle Wickersham, his educational services. Master's, 1932. Temple. 162 p. ms.

Discusses his service to education in Pennsylvania, his efforts to improve teachers' qualifications, to establish normal schools, to have teaching recognized as a profession, and presents his record as State superintendent of public instruction in Pennsylvania.

121. **Hastings, Sister Mary Borgia.** Nano Nagle, heroine of Irish education. Master's, 1933. Boston Coll.

122. **Hoare, Sister Mary Regis.** Mother Seton—foundress of the American Catholic parochial school system. Doctor's, 1933. Boston Coll.

123. **Hobson, Abbie Pearl.** Lowell Mason, educator. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 84, October 1933)

124. **Huston, Sister Mary Albertina.** The educational endeavors of the most reverend Edward Dominic Fenwick, O.P. Master's, 1932. Notre Dame.

125. **Kaser, Lawrence Sinele.** Pythagoras, his life and works. Master's, 1933. Peabody. 43 p. ms.

The chief contributions of Pythagoras to mathematical knowledge are: origination of the theory of the incommensurable; general proof of the theorem which bears his name; drew attention to the regular solids; discovered the mathematical theory of music; first developed the theory of arithmetic; invested geometry with definitions and its rigid deductive character.

126. **Landschoof, Joseph Aubrey.** The life and work of Johann Bernhard Basedow. Doctor's, 1933. New York. 311 p. ms.

Describes the life and educational work of a German educator who lived from 1724 to 1790.

127. **Lugar, LeRoy G.** John D. Pierce. Master's, 1933. Temple. 68 p. ms.

John D. Pierce was a pioneer in education—the first State superintendent of public instruction in Michigan. He made education a separate branch of the government with responsibility for administration and supervision. Michigan, through Pierce's influence, led the way in organization of State control of public instruction and establishment of a State university, an agricultural college, and a State supported normal school.

128. **Michener, A. O.** Thomas Henry Burrowes, LL.D., champion of the common schools of Pennsylvania. Master's, 1932. Temple. 224 p. ms.

Studies the work of Thomas Henry Burrowes to establish the significance of his educational contribution, from his assumption of the office of secretary of the commonwealth (ex officio, superintendent of common schools, 1835) until his death in the presidency of Pennsylvania State agricultural college, 1871. The life and works of Burrowes reveal him as a champion of equal educational opportunities for all and progressive in his ideas of education far beyond his time.

129. **Miller, B. J.** A Christian educator, John Knox Montgomery, president of Muskingum college, 1904-1931. Pittsburgh, Pa., Crescent press, 1932. 268 p.

130. **Batliff, Theodore J.** Life and services to education of John McNeese. Master's, 1933. Texas.

131. **Reese, Ruth Sara.** Mirabeau B. Lamar—father of Texas education. Master's, 1933. Texas.

132. **Rosen, Leah.** Moses Mendelssohn as educator. Master's, 1933. Coll. of the City of N.Y. 55 p. ms.

Deals with Moses Mendelssohn's influence upon the education of Jews in Germany.

133. **Winicov, William B.** August Herman Francke as an educator. Master's, 1933. Temple. 87 p. ms.

Francke, organizer and school administrator, made religion the basis of all teaching. He was progressive for his day and made many improvements in curriculum and methods.

CURRENT EDUCATIONAL CONDITIONS

GENERAL AND UNITED STATES

134. **Anderson, Andrew B.** What is a progressive school? Master's, 1933. Mass. St. Coll. 85 p. ms.

135. **Anderson, William A.** School changes and economies made in New Mexico during the school years 1930-31 and 1931-32. Master's, 1933. Denver. 83 p. ms.

Gives changes in educational laws and standards that should improve educational conditions in New Mexico; changes that may prove detrimental to educational standards of the state; important school changes showing economies; and average daily attendance increased; teachers' load increased; 15 schools were consolidated; the number of new buildings increased; some school buildings were closed.

136. **Barker, Charles Monroe.** Educational aspects of the business depression (1929-33). Master's, 1933. Washington. 120 p. ms.

Finds that leaders of education are more aware of the influence the schools have had and are yet to play than any other class of people.

137. **Brady, Elbert Carl.** The development and present status of public education in Moore county, North Carolina. Master's, 1933. Duke.

138. **Crosby, Joseph J.** Relation of the national governments to education. Master's, 1933. Boston Univ. 108 p. ms.

139. **Douglas, Lorrie Nelson.** The relation of American education to the democratic ideal. Master's, 1932. Vanderbilt. 47 p. ms.

140. **Haggerty, M. E.** Children of the depression. Minneapolis, - University of Minnesota press, 1933. 25 p. (Day and hour series no. 6)

Discusses the effects of the depression on education.

141. **Harris, Thomas Middleton.** Backgrounds of American pragmatism. Master's, 1933. Vandebilt. 56 p. ms.

142. **Kandel, Isaac L.** Comparative education. Boston, Mass., Houghton Mifflin company, 1933. 922 p. (Teachers college, Columbia university)

Discusses education and nationalism, national character, the state and education, organization of national systems of education, administration and education, elementary education, preparation of elementary school teachers, secondary education and secondary school teachers.

143. **Kentucky. University.** Proceedings of the tenth annual educational conference. (A discussion of the work of the Kentucky educational commis-

slon) Lexington, 1933. 90 p. (Bulletin of the bureau of school service, vol. 6, no. 2)

Contents: (1) The work of the Kentucky educational commission, by James W. Cammack, Jr., p. 6-12; (2) Aims and functions of the public schools, by H. L. Donovan, p. 13-30; (3) The public school curriculum, by A. C. Burton, p. 31-84; (4) Employed personnel, by D. Y. Dunn, p. 35-40; (5) Adult education, by R. A. Kent, p. 41-47; (6) The education of the handicapped child, by James H. Richmond, p. 48-50; (7) The work of the commission from a layman's point of view, by Yancey Altsheier, p. 51-68; (8) Administrative organization of the public schools, by P. H. Hopkins, p. 59-64; (9) Kentucky school buildings and grounds, by J. W. Brooker, p. 65-70; (10) Educational costs in Kentucky, by H. H. Hill, p. 71-74; (11) Support of education in Kentucky, by James W. Martin, p. 75-90.

144. Kilpatrick, William H., Bode, Boyd H. and others. The educational frontier. New York City, The Century company, 1933. 325 p. (Teachers college, Columbia university)

Discusses the confusion in present-day education; the socio-economic situation in education; the new conceptions of the profession of education; the new adult education; the school, its task and administration; professional education from the social point of view; and the underlying philosophy of education.

145. Leshar, David Barnes. The effects of the depression upon the public schools of Colorado. Master's, 1933. Denver. 78 p. ms.

Finds that the smaller the district, the more drastic were the retrenchments. Two measures are vital to the progress of the schools in Colorado: reorganization of present districts into larger administrative units; and reorganization of the financial system for support of schools.

146. Lindsay, Lewis Preston. The academy as an instrument of education in a democracy. Master's, 1932. Vanderbilt. 73 p. ms.

147. Lumley, Frederick E. The propaganda menace. New York, Century company, 1933. 454 p. (Ohio State university)

Discusses the conceptions of propaganda, the methods of propagandists, and the relationship between propaganda and industry, politics, war, patriotism, race, education, and religion, and suggests remedies.

148. Owen, Paul Clive. Inequalities in educational opportunity in 10 representative states. Master's, 1933. Kans. St. T.C., Emporia. 65 p. ms.

149. Rugg, Harold. The great technology, social chaos and the public mind. New York, John Day company, 1933. 308 p. (Teachers college, Columbia university)

Discusses modern civilization at the crossroads; building competing national production systems; pathways to tomorrow; reconstruction and the public mind; educational reconstruction; and toward the great technology.

150. Schmidt, L. B. Education and democracy. Phi Kappa Phi journal. 10: 159-81, 1932. (Iowa State college)

151. Schoch, Wendell D. Trends in policies and procedures in the public high schools of Philadelphia as revealed by principals' annual reports Master's 1933. Temple. 186 p. ms.

Shows definite trends in sex of teachers 1818-1931, curriculum for girls, elective courses, philosophy of service to pupils, parent associations, junior high schools, building program, qualifications of teachers, standardization, lunchrooms, interest in health, location of schools, and guidance.

152. Thurmond, Charles J. The objectives of education. Master's, 1933. Kentucky. 167 p. ms.

153. Turner, Claude Farris. The need for equalization of educational opportunities in the public schools of Washington. Master's, 1933. Colo. St. T.C.

154. *Woelfel, Norman. A critical review of the social attitudes of 17 leaders in American education. Doctor's, 1932. T.C., Col. Univ. New York, Columbia university press, 1933. 304 p.

Discusses some implications of contemporary social change; analyzes the viewpoints of American educators; gives interpretive criticism of the viewpoints of American educators; and presents suggestive strategic considerations for American educators. Published also under title: Molders of the American mind; a critical review of the social attitudes of 17 leaders in American education.

SURVEYS

155. Barber, William Arthur. A study of the Cass county, Texas, school system. Master's, 1933. Texas.

156. Barrows, Carlton H. A study of certain relationships existing between the schools of the city of Ithaca and those in the outside territory. Master's, 1933. Cornell. 114 p. ms.

157. Coffey, Clarence E. A survey of certain phases of the public schools of Sunrise, Wyoming. Master's, 1933. Wyoming.

158. *Cruickshank, Grace Wright. A survey of the private schools for girls in the United States. Master's, 1933. Southern California. 146 p. ms.

Discusses the foundation, ownership, support, buildings, students, faculties, services rendered, rank, curricula, and activities of private schools for girls.

159. Dalbey, Lester C. Comprehensive survey of Newhall, and contiguous school districts. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 82, October 1933)

160. Davis, William. A survey of certain activities in private schools. Master's, 1933. Michigan. 55 p. ms.

161. *Dowd, Susan Cecelia. Special educational opportunities in Springfield. Master's, 1933. Boston Univ. 88 p. ms.

Surveys educational opportunities offered in regularly organized classes conducted by recognized educational institutions or by associations which carry on a specialized educational program particularly applicable to the main purpose of the association. The former includes colleges, business schools, nurse training schools, evening schools, and art schools. The latter includes classes conducted by the American institute of banking pertaining to banking and the City library association for library training.

162. Dulaney, Ben Bane. An economic and social survey of Washington county. A laboratory study in the School of rural social economics of the University of Virginia. University, University of Virginia, 1932. 107 p. (University of Virginia record, vol. 17, no. 6, December 1932. Extension series)

Contains a chapter on the schools of the county.

163. Hassell, Bluford Leslie. An administrative and educational survey of the schools of Campbell county, Tenn. Master's, 1933. Tennessee. 134 p. ms.

164. *Hawkins, Mason Albert. Frederick Douglass high school—a 17 year period survey. Doctor's 1933. Pennsylvania. Philadelphia, University of Pennsylvania, 1933. 203 p.

Gives a detailed analysis of the Frederick Douglass high school from 1889 to 1927.

165. Heston, F. M. A survey of college surveys. Doctor's, 1933. T.C., Col. Univ.

Presents a brief history of the development of college surveys; attempts to discover what college surveys propose to study; to indicate the apparent values of college surveys; to discover the areas studied by surveys; to discover the general trend of the recommendations made by surveys concerning the various college problems; and to indicate the weaknesses of college surveys and to make proposals for their improvement.

166. **Hubbs, Clyde Elam.** An administrative survey for the schools of the Poplar district in California. Master's, 1933. Southern California. (California quarterly of secondary education, 9:84, October 1933)

167. **Kaufman, Otto O.** A survey of the Nashville (Kansas) public school system, 1932-33. Master's, 1933. Kana. St. T.C., Emporia. 107 p. ms.

168. **Kimbrough, Keener.** A survey of the Beulah school system. Master's, 1932. Ala. Poly. Inst.

169. **McEuen, Fred Lee.** Survey of the Riverside senior high school. Master's, 1933. Southern California. (California quarterly of secondary education, 9:85, October 1933)

170. **Madden, George Hampton.** A survey of the elementary schools of Winslow, Arizona. Master's, 1933. Southern California. (California quarterly of secondary education, 9:90, October 1933)

171. **Monroe, W. S.** Dependability and value of survey types of investigations. School and society, 38:517-22, October 21, 1933. (University of Illinois)

Data indicate that the authors of a rather large number of survey reports tend to overestimate the dependability of their findings, and that in a considerable number of cases the findings are so lacking in dependability as to be practically worthless.

172. **Nesman, Harry E.** A comparative study of the public schools of Oakland county, Michigan. Master's, 1932. Michigan. 103 p.

173. **Ponder, William J.** Survey of the school system of Shorter, Alabama. Master's, 1932. Ala. Poly. Inst.

174. **Sharpe, Mary Ellen.** A study of 74 non-North Central association schools of Michigan for the year 1930-1931; being an analysis of the extent which social science and English subjects are being offered by these schools and the subject combination of their social science and English teachers. Master's, 1932. Michigan. 38 p.

175. **Skaggs, Romolus.** An educational survey of Boone's Creek school and community (Tenn.) Master's, 1933. Tennessee. 135 p. ms.

176. **Smith, Harry P.** A limited school survey of the Chittenango, N.Y., area. Syracuse, N.Y., Syracuse university, 1932. 62 p. ms.

Discusses the character of the community, plan of centralization recommended, organization policy, program of education, status of the present school plant in the Chittenango area, the plant program, transportation and finance.

177. **Smith, Jesse Ernest.** A survey of certain aspects of the public school system of Buchanan county, Virginia. Master's, 1932. Virginia.

178. **Spencer, J. Byron.** An educational and sociological survey of Wanette community. Master's, 1932. Okla. A. and M. Coll. 81 p. ms.

179. **Swanson, James Marshall.** An educational survey of Hardin county, Tennessee. Master's, 1933. Tennessee. 194 p. ms.

180. **Udden, Fritz August.** A survey of Kerman Union high-school district. Master's, 1933. Southern California. (California quarterly of secondary education, 9:91, October 1933)

181. **Upthegrove, Campbell L.** A survey of State school systems of the United States. Master's, 1933. Ind. St. T.C. 96 p. (Abstract in: Indiana State teachers college. Teachers college journal, 4:300-301, July 1933)

Presents in brief form what is considered best in the administration of state school systems, determines what states are using and what ones are not using these principles, and shows trends in state school administration.

182. Walker, Leo Asbury. A school survey of the Swanton community. Master's, 1933. Ohio. 82 p. ms.

183. Wiggins, John W. A survey and study of Birchwood consolidated school community, Hamilton county, Tenn. Master's, 1933. Tennessee. 80 p. ms.

184. Worth, Phoebe B. Socio-economic survey of Jefferson Davis school. Master's, 1933. Kentucky. 62 p. ms.

FOREIGN COUNTRIES

185. Anderson, Mary Raleigh. Christian education of girls in South China. Doctor's, 1932. T.C., Col. Univ.

Gives a history of Christian education in South China from 1827 to 1932.

186. Brueckner, K. B. The curriculum implications of the changing culture and civilization of the South African native. Doctor's, 1933. T.C., Col. Univ.

Recommends a system of adaptation or differentiation in the education of the South African native, based on a study of history, economic conditions, and social changes in native society.

187. Cadwallader, Edward Miles. Preparatory or pre-book stage of teaching English in schools for natives in British tropical Africa. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 82, October 1933)

188. Callon, Mrs. Blanche. Secondary education for girls in western Europe. Master's, 1933. Cincinnati.

189. *Casnova, Teobaldo. Educational psychology and some aspects of education in Latin America. Doctor's, 1933. New York. 218 p. ms.

Discusses some aspects of education in Latin America; the content of educational psychology; the field of research; applications of tests and measurements; and a selected bibliography on education and educational psychology in Latin America.

190. Chao, Hsi Fan. A proposed child development and child welfare program for Hopei Province, China, with special reference to Yen Shan County. Master's, 1932. Iowa St. Coll.

191. Chyu, Chyung Nam. Educational practices in Soviet Russia. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 89, October 1933)

192. Clamon, Benjamin. Trends of secondary education in Germany. Master's, 1933. Brown. 49 p. ms.

193. Cook, P. A. W. The education of a South African tribe. Doctor's, 1933. T.C., Col. Univ.

Part 1: Analyzes the culture of the tribal natives, the characteristics of the detribalized natives, the present economic system, present health conditions, and the question of leadership in the tribe and the role of the chiefs; part 2: Studies historically the system of government aided mission schools in the district; part 3: Studies the example of Mexico in analogous situations; and part 4: Presents a new philosophy and organization for a school system.

194. Copp, Harold W. The history and development of health and physical education in the elementary and secondary schools of Ontario, Canada. Master's, 1933. Michigan. 85 p. ms.

195. Corsberg, Myrtle Marie. A survey of the present educational situation in the Irish Free State. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 89, October 1933)

196. **Crumlish, Brother Michael Leo.** The Christian brothers as factor in the development of education in Newfoundland. Master's, 1932. Notre Dame.

197. **Czerwinski Brother Victor.** Evolution and status of education in Poland. Master's, 1933. Ohio. 115 p. ms.

198. **Deckrosh, Vern Lewis.** The democratization of secondary education in England. Master's, 1933. Ohio. 115 p. ms.

England provides secondary education for the aristocracy and for pupils of the poorer classes who have brilliant minds. New senior schools are beginning to make provision for all.

199. ***Eginton, Daniel P.** A comparison between some principles of control of education in England and New Jersey. Doctor's, 1933. Columbia. New York city, 1933. 129 p.

Discusses general principles underlying the control of education in England and the United States; powers and duties of educational authorities in England and New Jersey; systems of finance; examinations, inspectors, curriculum, teachers, school attendance; and the state and education in America.

200. ***Feng, Richard Tsu Ying.** The educational policy of the Nationalist party in China. Master's, 1933. Syracuse. 71 p. ms.

Shows the background of educational conception before the Nationalist party came into power; describes the educational policy of the Nationalist party; shows why they adopted the type of education of the "Three people's principles"; explains how the Nationalist party expected to carry out these principles in Chinese education; states the present policy of the party toward Mission schools; and describes the present educational situation under the party's educational policy.

201. ***Grillo, Frank Charles.** Secondary education in Italy. Master's, 1933. Boston Univ. 95 p. ms.

Discusses early Roman education, new trends in Italian education, the Gentile reform, and the present education systems in Italy.

202. **Halder, Bas Mohun.** Education as guidance for blind boys in Bengal (Calcutta School for blind children, Calcutta, Bengal, India). Master's, 1933. Boston Univ. 131 p. ms.

203. **Harsky, Joseph E.** Development of physical education in schools of Soviet Russia from 1919 to 1931. Master's, 1932, Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 8: 332.)

204. **Hazlett, Calvin H.** A study of composition and grammar needs in Ewing Christian college, Allahabad, India. Master's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 8: 335-36)

Attempts to determine what the distribution of teaching time and emphasis should be, as indicated by an analysis of the errors in 1,000 themes written during regular class periods.

205. **Holler, Mary Oni.** Ideas on teaching spoken English as applicable to Chinese schools. Master's, 1933. Peabody. 79 p. ms.

206. **Izkowitz, Benjamin.** Education and the labor movement in Palestine. Master's, 1933. Coll. of the City of N.Y. 96 p. ms.

Presents in considerable detail the educational activities of the Palestine federation of Jewish labor.

207. ***Jacob, Thottungal Ninan.** The reconstruction of the curriculum of the elementary schools of India. Doctor's, 1932. T.C., Col. Univ. Calcutta, India, Association press, Y.M.C.A., 1932. 206 p.

* Devises projects suitable for the first four grades of the elementary schools of India.

208. **Kelly, Katherine L.** Technical education in Soviet Russia. Master's, 1933. Texas St. Coll. for Women. 83 p. ms.
Shows the organization for technical education in Soviet Russia and the way the organization functions.
209. ***Khair, Gajanan S.** Reconstruction of the secondary school curriculum in India with specific reference to Bombay presidency. Doctor's, 1933. New York. 195 p. ms.
Shows that the secondary school curriculum must be built up around the major educational aims of health improvement, economic development, social consciousness, spiritual self-realization, creative living, individual specialization in racial culture, and the mastery of techniques of modern life.
210. **Liu, Lucretia Chutan.** A comparison of the curricula of the private middle schools of three Chinese cities. Master's, 1932. Michigan. 64 p. ms.
Studies the flexibility, range and intensiveness of the courses in 48 schools in Tientsin, Peiping, and Shanghai, and finds that the Shanghai schools were superior in the number of courses offered and the number of elective courses offered, but that Tientsin offered the greatest number of hours of instruction per course.
211. **Liu, Snowpine.** Proposed organization of physical education for Chinese colleges. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 85, October 1933)
212. ***Livingston, Paul Y.** The educational principles of the German Protestant Reformers. Master's, 1932. New York. 69 p. ms.
Discusses the contribution of humanism, its rise and development, effect, spread, and gives a critical evaluation of these principles.
213. **Lo, Yeuk Iu.** The status of health and physical education in China. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 85, October 1933)
214. **Ma, Frederick.** Chemical terms in the Chinese language. Master's, 1933. Peabody. 107 p. ms.
Finds that most Chinese chemical terms of today are logically worked out, systematically organized, and expressively symbolized.
215. **McCormick, H. P.** Achievement study of Nigerian pupils in standards four and five. Master's, 1933. Peabody. 38 p. ms.
216. ***MacKenzie, Thomas Findlay.** Social forces influencing the evolution of a state educational system in New South Wales, with special reference to the period of Australia's incipient nationalism. Doctor's, 1933. New York. 167 p. ms.
217. **Mafrige, Xenia.** Non-academic education in England and Germany. Master's, 1932. T.C. Col. Univ. 64 p. ms.
218. ***Martel, J.** Ferrer's experimental school as a symbol of modern progressive educational movement. Doctor's, 1933. New York. 281 p. ms.
Attempts to determine what influences played a part in the conception of the "Escuela Moderna", which was opened in Barcelona, Spain, in 1901; what special conditions of the environment made it possible; and what was new and original in Ferrer's ideas and plans; to determine his influence on education in Spain and in other countries; and to ascertain what constructive values and lessons can be derived from his experiment.
219. **Nakhosteen, Mehdi.** The development of Persian education and learning. Doctor's 1933. Cornell. 421 p. ms.
220. **Palsson, Klas Filip.** Dental education in Sweden: its origin and development with due regard to its present actual problems. Master's, 1932. Northwestern.

221. **Beddy, Ephraim Channa.** Suggestions for a plan of civic education in the secondary schools of India. Master's, 1933. Boston Univ. 113 p. ms.

222. **Beese, Sherwood Ray.** A study of education in the Union of Socialist Soviet Republics. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 90, October 1933)

223. **Schütz-Harkányi, Augusta.** Proposed course of study for the training of deans of women and other personnel officers at the University of Budapest, based on a survey of training offered in the United States. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 449-50)

224. ***Siegl, May Hollis.** Reform of elementary education in Austria. Doctor's, 1932. T.C., Col. Univ. New York, 1933. 145 p.

Describes the changes made in elementary education since the political revolution of November 1918.

225. **Swift, Fletcher Harper.** The financing of institutions of public instruction in France. Berkeley, University of California press, 1933. 180 p. (University of California publications in education, vol. 8, no. 1, p. 1-180)

Discusses the dual system of education, administrative units; education as a national expenditure; division of costs of primary instruction, evolution of the present system; national and local policies in financing primary instruction; financing of national education; financing of public secondary instruction; financing of secondary school costs; financing of higher instruction, classes of institutions, division of costs, sources of support; and university expenditures, fiscal administration, budgetary procedure.

226. **Turner, Hyman.** The problem of L'École Unique in France, by Jean-Albert Bédé; a translation from the French with an introduction. Master's, 1933. Coll. of the City of N.Y. 157 p. ms.

Presents an historical description of the movement and an exposition of the various difficulties confronting the reform and an intensive analysis of the meaning of the movement.

227. **Van Zyl, Henry, jr.** The struggle about state aid to voluntary elementary schools in Great Britain. Doctor's, 1932. Michigan. 238 p. (Abstract in: University of Michigan. Abstracts of dissertations and theses in education, 1931-32. Monograph no. 2: 8-10)

Surveys the struggle that private initiative encountered in England and Wales in maintaining voluntary elementary schools from the days of the Reformation till the beginning of the twentieth century.

228. **Walsh, Harvey.** British education laws, 1870-1914. Master's, 1933. North Dakota.

229. **Yamagata, Buriko.** Christian girls' high-schools in Japan. Master's, 1933. Peabody. 85 p. ms.

Indicates that these Christian girls' schools offer as high secular education as government girls' high schools, and that in addition they offer an expanding Christian educational program which is lacking in the government schools.

230. **Yu, Soo-Tsing.** The educational crisis in China: a critical study of the report by the League of Nations' mission of educational experts. The reorganization of education in China. Master's, 1933. Smith. 164 p. ms.

INTERNATIONAL EDUCATION

231. **Char, Tin Yuke.** Legal restriction on Chinese in English-speaking countries of the Pacific. Master's, 1932. Hawaii.

232. **Hendershot, John B.** Better international relationships through the teaching of geography. Master's, 1933. Boston Univ. 65 p. ms.

233. Henry, Reba Mae. Henry Barnard's influence upon international education in the United States. Master's, 1933. Texas St. Coll. for Women. 90 p. ms.

EDUCATION—THEORIES AND PRINCIPLES

234. Arnell, Sadie. The interpretation of two factors in educational planning according to Bode's Philosophy of education. Master's, 1933. Wisconsin.

235. Austerud, Stella M. John Calvin: his services to education. Master's, 1933. Wisconsin.

236. *Baumel, Morris. Philo Judaeus, his educational significance. Master's 1932. New York. 78 p. ms.

Attempts to show his educational contributions and to interpret his philosophy through a review of his life, motives and concepts.

237. *Berg, William Vanderveer. The creative imagination of Jesus. Doctor's, 1933. New York; 118 p. ms.

Reviews current psychology to arrive at definition of creative imagination, studies the creative imagination of Jesus through selections from the Synoptics and their application to certain aspects of religious education.

238. Berreman, George C. Educational philosophy of Herbert Spencer—a critique. Master's, 1933. Oregon. 75 p. ms.

239. Bredestege, Francis J. The educational philosophy of Antonio Rosmini-Sefbati. Doctor's, 1932. Cincinnati.

240. *Brown, Blanche. A comparison of the philosophical, religious and educational views of William James and Rufus M. Jones. Master's, 1933. New York. 75 p. ms.

241. Browne, Robert B. The Harvard philosophers in the opening of the twentieth century with special reference to the theory of education. Doctor's, 1933. Illinois.

242. Burnett, Alta Hazel. Historical backgrounds of current educational method. Master's, 1933. Washington. 108 p. ms.

Surveys educational literature from the time of the ancient Greeks.

243. Byrd, Myrtle. Tolstol's theories of education. Master's, 1932. South. Methodist.

244. Calkins, Luella Austin. Changing ideals in American education as evidenced in the literature. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 89, October 1933)

245. Campbell, Allan A. The national service of Horace Mann. Master's, 1933. Stanford. 42 p. ms.

246. *Ceroni, Vittorio F. Pedagogical principles enunciated in the works of Dante. Doctor's, 1932. New York. 133 p. ms.

Attempts to determine whether Dante deserves the title of educator, and to decide the greatness of his contribution to education.

247. Clift, Blanche. William James as an educator. Master's, 1932. Temple. 91 p. ms.

Deals with the contribution of William James to education, giving an analysis of his educational writings. William James' influence on education has been indirect, through his writings and students, rather than through the advocacy of any particular system of education or official or educational position.

248. Conlin, Rev. Edward F. Pedagogical values of the asceticism of St. Francis De Sales. Master's, 1933. Catholic Univ. 41 p. ms.

249. Coons, John Warren. The concept of control in Dewey's philosophy. Doctor's, 1933. Iowa. (Abstract in: University of Iowa studies. New series, no. 269. Series on aims and progress of research, no. 43. 1 p.)

Studies Dewey's interest in thought and knowledge, contemporary social and governmental problems, and education.

250. Crain, S. M. The contributions of Charles Hubbard Judd to education. Master's, 1933. Peabody. 191 p. ms.

251. Davies, Ora M. Thomas Henry Huxley on education. Master's, 1932. Temple. 89 p. ms.

Studies the educational philosophy and ideals of Huxley; his suggestions and proposals regarding educational matters as gleaned from an analysis of his addresses and essays on the subject.

252. Davis, Henry. The contributions of Robert Barto Coursins to the educational development of Texas. Master's, 1933. West Texas St. T.C. 200 p. ms.

253. Donnelly, Donald Smith. The philosophy of Pope as found in his "Essay on man" is contrary to scholastic philosophy. Master's, 1933. Boston Coll.

254. Eberle, Sister Bernadette. The philosophy of Dr. Shields. Master's, 1933. Oregon. ms.

255. Eckhart, Ruth A. The characterology of Eduard Spranger as a contribution to a philosophy of education. Doctor's, 1933. American Univ. 411 p. ms.

256. Fay, Thomas Patrick. Don Bosco: his contribution to boys work. Master's, 1933. Notre Dame. 50 p. ms.

257. Fynes, Helen Marshall. The relation of the educational activities of Martin Luther and Philip (Schwartzerd) Melanchthon. Master's, 1933. Boston Univ.

258. Garrison, Noble Lee. The technique and administration of teaching. New York, American book co., 1933. 593 p. (Michigan State normal college.)

Discusses the technique of teaching, how pupil development is achieved, and the basic principles in teaching.

259. Gleaves, Jean M. The influence of educational philosophy and scientific investigations on the creative movement. Master's, 1933. Cincinnati.

260. Goehagan, Grace. The educational theories of Rousseau and Dewey. Master's, 1933. Birmingham-Southern. 140 p. ms.

Finds the educational theories of the two men strikingly similar in many respects, and that Dewey's ideas reflect the effects of modern phraseology and expanded ideas.

261. Griesemer, Herbert. The educational philosophy of William Harold Payne. Master's, 1932. Temple. 78 p. ms.

Payne believed firmly in high scholarship both for pupils and teachers, mental discipline, adopting new and scientific methods of teaching, firm discipline, and close contacts between teacher and pupils.

262. Hamilton, James T. The philosophy of John Dewey in relation to American education. Master's, 1933. Oregon. 132 p. ms.

263. Harris, Isabelle B. Montaigne's educational ideals. Master's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 8: 388-89)

264. Harris, P. E. John-Dewey as pioneer in the newer discipline of the child. Understanding the child, 3: 23-24, 31, June 1933. (University of Pittsburgh)
265. Horne, Herman Harrell. The democratic philosophy of education. New York, Macmillan company, 1933. 547 p. (New York University)
Discusses education as a need and function of society, democracy in education, our educational limitations, and the philosophy of education.
266. Kerans, John Anthony. A critical evaluation of John Fiske's theory of infancy. Master's, 1933. St. Louis. 95 p. ms.
267. *Kurke, George S. What phases of the educational philosophy of Plato, Aristotle, Quintilian, Comenius, Locke, and Rousseau are applicable to the junior high school? Master's, 1933. New York. 103 p. ms.
268. LeBlanc, Estelle. Platonism in Rousseau's "Theory of education." Master's, 1933. Okla. A. & M. Coll. 80 p. ms.
269. *Lerner, Ruth Spero. Dr. Alfred Binet's contribution to experimental education. Doctor's, 1933. New York. 297 p. ms.
Discusses the life and works of Binet; the psychological foundations for his psychology; his methods of pedagogical research; Binet as an educator; his contribution to the physical, psychological, and socio-pedagogical welfare of the child; and his influence on experimental education.
270. MacLellan, Rev. Malcolm Angus. The importance of conservatism in education. Master's, 1933. Catholic Univ. 50 p. ms.
271. Magee, John. Horace Mann's ideas on methods in education. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstract of theses, researches in progress, and bibliography of publications, 9: 405-406)
272. Malovich, Blanche. Hugo Gaudig: the philosophy of education, as typified by his writings. Master's, 1933. Coll. of the City of N.Y. 48 p. ms.
273. Marsh, Isabel Thompson. The interrelationship between man's political, philosophical and religious concepts and his educational theories and practices. Master's, 1933. Denver. 146 p. ms.
Shows the relationships which have existed between the politics, religion, philosophy, and the education of man through all the ages.
274. Maupin, M. Maurine. The educational theories of Benjamin Franklin. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 85, October 1933)
275. Mitchell, Clarence M. A study of the description in the writings of Henry David Thoreau. Master's, 1933. Iowa.
276. Monroe, Rev. John F. Saint Thomas and the student. Master's, 1933. Catholic Univ. 42 p. ms.
277. *Moore, Grace Brinton. John Trumbull's educational opinions. Master's, 1932. New York. 44 p. ms.
Discusses Trumbull's opinions on elementary, secondary, and college education, and on the education of women.
278. Munro, Nora Geraldine. Abelard's place in Christian education. Master's, 1933. Boston Univ.
279. Neff, William Leo. Practical philosophy of value for education: pragmatic or scholastic. Master's, 1933. Notre Dame. 57 p. ms.

280. **Nell, Raymond Boyd.** Problem-outline in foundations of education. Minneapolis, Minn., Burgess publishing company, 1933. 100 p. (Hamline university)

Lists a series of 52 problems in basic historical and practical material for the training of teachers.

281. ——— Problem-outline in social background of education. Minneapolis, Minn., Burgess publishing co., 1933. 112 p. (Hamline university)

Gives a series of 50 problems in the social background of the teaching situation.

282. ——— Problems in the technique of teaching. Minneapolis, Minn., Burgess publishing company, 1933. 196 p. (Hamline university)

Lists a series of 67 situations of an instructional nature actually met by teachers in high schools with questions and suggestions for solution.

283. **O'Brien, Sister Mary Evangelista.** The positive position of the new humanism and its coincidence with scholastic dualism. Master's, 1932. Notre Dame.

284. ***Olsen, Stanley L.** The educational philosophy of Dr. John Dewey, exposition and evaluation. Master's, 1933. New York. 110 n. ms.

Discusses the tap-roots of Dewey's development, instrumentalism, relation of philosophy of education in Dr. Dewey's system, review of "Democracy and education", and evaluation.

285. **Plaehn, Erma B.** American political theory of public education. Master's, 1933. Iowa.

286. **Reynolds, Rollo G. and Harden, Mary.** The Horace Mann plan for teaching children. New York City, Teachers college, Columbia university, 1932. 30 p.

Describes, analyzes and discusses the plan.

287. **Rostker, Leon.** Michael Frank—the rise of free schools in Wisconsin. Master's, 1933. Wisconsin.

288. **Schwartz, Emanuel.** "Kindesmundart", child speech by Berthold Otto and his pedagogical philosophy: a critical translation. Master's, 1933. Coll. of the City of N.Y. 131 p. ms.

Offers a survey of the "era of the child" and child-study movement since the end of the 19th century, utilizing Berthold Otto and the particular work "Kindesmundart" as typical.

289. **Sibley, Homer.** Dean Swift and his educational program. Master's, 1933. Oregon. 130 p. ms.

290. **Smith, Phillip.** Matthew Arnold's philosophy of elementary education. Master's, 1933. Coll. of the City of N.Y. 100 p. ms.

291. ***Sperle, Diana Henryetta.** The case method technique in professional training. A survey of the use of case studies as a method of instruction in selected fields and a study of its application in a teachers college. Doctor's. 1932. T.C., Col. Univ. New York City, Teachers college, Columbia university, 1933. 93 p. (Contributions to education, no. 571)

Surveys the use made of the case method in the fields of law, medicine, sociology, and psychology; shows the use made of the case method in education in dealing with individual problems in the schools, in guidance work, in the work of the visiting teacher, and in the in-service training of teachers; and presents a study in case method in education as developed, applied, and evaluated in the New Jersey State teachers college at Montclair.

292. *Stack, James H. The educational views of George Elliot. Master's, 1933. New York. 134 p. ms.

Finds that George Elliot was a modern thinker on education, that her views are in general the views held by leading educational theorists of today; she emphasized the need of understanding and sympathy among men.

293. Stavish, Emanuel. An evaluation of the educational philosophy of Woodrow Wilson. Master's, 1933. Coll. of the City of N.Y. 94 p. ms.

Presents and evaluates the contributions of Woodrow Wilson to the field of higher education and his general philosophy of education.

294. *Strong, Gordon Bartley. Adam Smith and the eighteenth century concept of social progress. Doctor's, 1932. Chicago. Chicago, Ill., University of Chicago libraries, 1932. 70 p.

Discusses the ethical and economic theories of progress of Adam Smith.

295. Swanger, Murray L. Home study as a school policy. Master's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 8: 374-75)

Data, based on a study of achievement in arithmetic, indicate that home study is not significantly related to achievement; that the IQ is not closely related to the amount of time spent in home study; that the average eighth grade pupil spent the most time in home study during the year; and that Friday was the day on which most pupils did the most home work.

296. Talbott, Grace. John Milton and his relation to modern philosophy of education. Master's, 1933. Ind. St. T.C. 94 p. (Abstract in: Indiana State teachers college. Teachers college journal, 4: 319-20, July 1933)

Shows the existing relationships between the educational theories of John Milton (1608-1674) and those of William James, John Dewey, and Sir John Adams.

297. Trine, Emelyn Moore. The educational ideas and ideals of Horace Mann. Master's, 1933. Temple. 118 p. ms.

298. Warren, Luther E. The educational philosophy of Charles W. Elliot. Cleveland, Ohio, Western reserve university, 1933.

299. Wen, Lien Chung. The conception of culture with special reference to the educational philosophy of John Dewey. Doctor's, 1933. Ohio. (Abstracts of doctors' dissertations, 11: 57-66. Reprinted) /

Redefines the conception of culture so as to derive a guiding principle for the development of the individual and for the reconstruction of society.

300. Whelan, Brother Fenain. Education in the United States, a state or federal function. Master's, 1933. Fordham.

301. Wilson, Mrs. Asie Lee. Walt Whitman on education. Master's, 1933. South. Methodist. 78 p. ms.

302. Wilson, Ethel May. Frederic Le Play: an analysis and evaluation of his method of observation as a contribution to the development of sociology. Doctor's, 1933. Northwestern. ms.

303. Wright, Mrs. Susie Thompson. Education in the writings of Dickens. Master's, 1933. South. Methodist. 86 p. ms.

SPECIAL METHODS OF INSTRUCTION AND ORGANIZATION

304. Holton, James Barry. A comparative study of the lecture and socialized methods of classroom procedure. Master's, 1933. South. Methodist. 55 p. ms.

305. **Hopper, Lillian Eaves.** A laboratory study in teaching the worthy use of leisure. Master's, 1933. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1933: 36-37)

Attempts to determine whether the direct method of teaching worthy use of leisure would be profitable. The study was conducted in a junior high-school in Houston, Texas.

306. **Maxey, Clyde A.** Scientific procedures in methods of teaching. Master's, 1933. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1933: 54)

307. **Mewbourn, Orna Jeanne.** The technique of making instruction concrete. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 86, October 1933)

HOMOGENEOUS GROUPING

308. **Bailey, C. L.** A comparative study in reading of homogeneous and grade groupings of intermediate pupils in the Greenville, Ohio, city schools. Master's, 1932. Miami. 81 p. ms.

Reveals that homogeneous grouping is superior to the usual grade grouping.

309. **Carpenter, Laura Van Wyck.** Silent reading ability as a basis for homogeneous grouping in junior high-school content subjects. Master's, 1933. California. (California quarterly of secondary education, 9: 78, October 1933)

310. ***Dickinson, Virginia.** The present status of ability grouping. Master's, 1933. Boston Univ. 87 p. ms.

311. **Eurich, Alvin C.** The adequacy of bases for homogeneous grouping in freshman composition. English journal (college ed.) 22: 496-501, June 1933. (University of Minnesota)

Evaluates the college aptitude rating.

312. **Gilbreath, Milton.** The achievement of ability groups in the Silverton public schools. Master's, 1933. Oregon. 61 p. ms.

313. **Hall, Lee Roy.** Comparative homogeneity of various groupings of grades 7 to 14 in the Glendale city schools. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 84, October 1933)

314. **Kephart, Newell C.** A critical study of a case of homogeneous grouping. Master's, 1933. Denver. 45 p. ms.

Attempts to determine whether a composite measure (here the Stanford achievement test), used as a basis for homogeneous grouping in the junior high-school, can be expected to group the pupils homogeneously in specific subjects.

315. **Nelson, Anders Wilhelm.** An experiment with dull seventh and eighth grade pupils segregated in special classes in the junior high school. Master's, 1933. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1933: 59)

Data indicate that dull pupils do better in segregated homogeneous groups than in mixed classes.

316. ***Sauvain, Walter H.** A study of the opinions of certain professional and nonprofessional groups regarding homogeneous or ability grouping. Doctor's, 1933. T.C., Col. Univ. New York city, Teachers college, Columbia university, 1934. 149 p. (Contributions to education no. 596)

Attempts to find out the extent of approval or opposition to the use of grouping by parents, teachers, principals, and school officials in cities now using such grouping. Data were secured from 1 to 10 schools in 16 widely separated cities. Parents seem favorable to the use of grouping where it is employed. Teachers seem to favor ability grouping somewhat more than do the parents. Principals and other school officials are as well pleased with ability grouping as the teachers. The type of community in which the school is located bears some relation to the responses of parents and teachers.

317. ~~Schmidt~~, Madeline. An experiment to determine the advisability of homogeneous grouping in a child-centered program. Master's, 1933. Cincinnati.

318. *West, Pearl. A study of ability grouping in the elementary school in terms of variability of achievement, the teaching problem, and pupil adjustment. Doctor's, 1933. T.C., Col. Univ. New York City, Teachers college, Columbia university, 1933. 71 p. (Contributions to education, no. 588)

Scores on standardized achievement tests were obtained from 4,748 children in 8 different schools, located in Baltimore, Md., Buffalo, N.Y., Cleveland, Ohio, Detroit, Mich., and Tarrytown, N.Y. Data indicate that it devolves on school officials, when considering ability grouping as a means of attaining less variability in group achievement or in eliminating the need and difficulty of adjustments, to study locally the possibilities for attaining these ends in their own schools.

ACTIVITY PROGRAMS

319. Allen, Ava Evelyn. Activity program. Master's, 1933. T.C., Col. Univ. 97 p. ms.

320. Boeh, Louis G. The practicability of an activity program in English in the upper elementary grades of a departmental school. Master's, 1933. Cincinnati.

321. Dow, Lawrence Edward. Development of the activity program movement. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 83, October 1933.)

322. Grace, H. T. Activity program of junior and senior high-schools. Master's, 1933. Peabody. 168 p. ms.

323. Mary Eloise, Sister. Classical backgrounds of the activity movement. Master's, 1933. Washington. 120 p.ms.

Finds the soundest pedagogical principles of progressive education in the educational theory and practice of classicism as represented in the works of Aristotle, Quintilian, St. Augustine, Alcuin, St. Thomas Aquinas and Vittorino da Feltre.

324. O'Brien, Ida Belle. Difficulties in initiating the activity program in public schools. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 86, October 1933)

325. Sartain, Mrs. Thelma Wylie. The activity program in the primary grades. Master's, 1933. South. Methodist. 100 p. ms.

326. Wilson, Ivah Irene. A critical analysis of an activity curriculum. Master's, 1932. Hawaii.

327. Young, Israel. Illustrative application of an activity program in terms of the progressive principles of education in a secretarial practice course in the secondary schools. Master's, 1933. Coll. of the City of N.Y. 92 p. ms.

CONTRACT PLAN

328. *Bradshaw, J. O. The assignment-recitation method and teacher demonstration versus the contract plan and individual laboratory method in high-school biology. Master's, 1933. West Virginia. 54 p. ms.

Data indicate that the assignment-recitation method was superior in immediate retention, and was inferior in delayed retention; the contract method was superior in delayed retention and inferior in immediate retention.

329. Buchanan, Ralph Horst. A syllabus for the teaching of problems of American democracy by the unit method. Master's, 1932. Virginia.

330. *Campbell, John A. An experiment in teaching economics by the laboratory method. Master's, 1933. Penn. State. 43 p. ms.

Finds that the laboratory method of teaching economics is as effective as the recitation method, and that neither method is superior to the other, and that for individual students the laboratory method shows greater variability.

331. *Custer, R. L. The differences in two methods in teaching high-school biology measured by one direct and two indirect outcomes. Master's, 1933. West Virginia. 56 p. ms.

Attempts to determine if the contract method of instruction which is in use in the Weir high school, Weirton, West Virginia, gets improved results over the conventional method in the teaching of high-school biology.

332. Erickson, Lillian Katherine. Historical backgrounds of the project idea. Master's, 1933. Washington. 62 p. ms.

Finds that the present concept of the project is fundamentally the same as the methods advocated in the early history of education.

333. Field George H. An experimental comparison of the daily assignment, daily recitation and the unit assignment methods in high-school chemistry. Master's, 1933. Peabody. 219 p. ms.

334. Gillespie, Mary Abbie. A contract-plan workbook for American history. Master's, 1933. Peabody. 219 p. ms.

335. Harwell, Harry I. Practical outcomes of the laboratory method and the lecture demonstration method in teaching high-school chemistry by the use of concepts. Master's, 1933. Kansas. 34 p. ms.

Describes an experiment with equated groups in the summer high-school, Kansas City, Kansas, which found that no one method was superior in increasing the ability of the students to master actual material presented in 9 concepts.

336. Keiser, Louis B. The present status of the lecture demonstration versus the individual laboratory method of teaching science in high-school. Master's, 1933. Coll. of the City of N.Y. 193 p. ms.

Shows that the lecture-demonstration appears to be superior to the individual laboratory method for immediate retention of specific information as measured by the written examination. The individual laboratory method appears to be more effective for delayed retention.

337. Loy, Anna B. The evolution of the ideas or concepts underlying the project method of teaching. Master's, 1932. Colo. St. T.C.

338. *Mann, A. Mason. The relative effectiveness of the contract plan and the daily assignment plan in teaching American history. Master's, 1933. West Virginia. 41 p. ms.

Data indicate that pupils taught by the contract plan made greater progress than those taught by the daily assignment plan.

339. Snider, Allene T. A comparative study of the contract and traditional daily assignment methods in seventh grade geography. Master's, 1932. Cincinnati.

340. Virginia. University. Unit method of teaching. University, 1933. 241 p. (University of Virginia record, Extension series. Secondary education in Virginia, no. 17)

Contents: (1) Principles governing purposes and processes in secondary education, by E. E. Windes; (2) Unit plan in high school English, by Edward Alvey, jr., p. 34-50; (3) Unitary courses in eighth grade composition, by Edward Alvey, jr., p. 51-80; (4) Teaching the unit in mathematics, by Francis G. Lankford, p. 81-104; (5) Diagnosis and remedial teaching in secondary school arithmetic, by Francis G. Lankford, p. 105-22; (6) Teaching of the natural sciences by the unit method, by Edward W.

Venning, p. 123-43; (7) Teaching social science by the unit system, by R. E. Swindler, p. 144-59; (8) Specimen units in English, algebra, general science, geography, physics, vocational civics, world history, problems of American democracy, p. 162-241.

341. Warner, Marion E. Recommended practices in the use of the project method in teaching high-school industrial arts. Master's, 1933. Iowa St. Coll. 84 p. ms.

342. Williams, Katie. Reading achievement in the second grade when the unit method and the traditional textbook method are used. Master's, 1933. Alabama. 49 p. ms.

343. *Yurkewitch, J. T. A controlled experiment on the contract-discussion method of teaching versus the recitation method in United States history. Master's, 1933. Penn. State. 32 p. ms.

Describes an experiment carried out at the Susquehanna high-school, Susquehanna, Pa.

HOMEROOMS

344. Fox, Edna H. A study of behavior trends in a homeroom. Master's, 1933. Michigan. 100 p. ms.

345. Harnly, Paul W. Homeroom supervision. Master's, 1932. T.C. Col. Univ. 49 p. ms.

346. Klotz, Victor A. A survey of the homeroom in the senior high-schools of the first and second class cities of Kansas. Master's, 1933. Kansas. 147 p. ms.

Describes a questionnaire study of homeroom activities and objectives in 31 high-schools, showing their accomplishments, limitations and possibilities.

347. Bath, Harry Nicholas. The development of homeroom programs for the Ada Merritt junior high-school, Miami, Florida. Master's, 1933. Duke.

348. Stindt, Elmer J. Junior high-school homeroom and extracurricular guidance. Master's, 1933. Wisconsin.

349. Todd, Atha. The homeroom activities in the junior high-school. Master's, 1933. South. Methodist. 143 p. ms.

INDIVIDUAL INSTRUCTION

350. *Allen, Grace E. H. A comparison of the changes in pupils' information and character resulting from instruction in plane geometry by the individual vs. the recitation method. Master's, 1933. Penn. State. 58 p. ms.

Data indicate that pupils taught by the individual instruction method were superior to those taught by the traditional recitation method in every applied measure of achievement.

351. DeMoss, Lowell H. Student assignment method of teaching eighth grade mathematics. Master's, 1933. Ball St. T.C. 119 p. ms.

Studies the effect of the student assignment method on the slow, and the more alert student; on individual pupils in their semester averages when comparing semesters, test grades of each child, and the reactions of pupils who tend to copy answers instead of solving problems.

352. Dunkle, Meryl Byron. Individualized instruction in a small high-school. Master's, 1933. California. (California quarterly or secondary education, 9: 78, October 1933).

353. Fitzpatrick, Anna Busk. Individual instruction in the graded school. Master's, 1933. Catholic Univ. 53 p. ms.

354. **Mulhern, Sister Berchmans.** Comparative study of the flash-card of the socialized-individual methods in the teaching of spelling. Master's, 1933. Notre Dame. 54 p. ms.

355. **Reagan, Margaretta Marie.** A study of the comparative value of individualized instruction and group instruction in physical education classes. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 87, October 1933)

METHODS OF STUDY

356. **Anderson, Elaine.** An evaluation of the techniques used in the methods of study reading clinic at the University of Oregon. Master's, 1933. Oregon. 77 p. ms.

357. **Byington, Virginia.** A comparison of the activities of children taught under progressive and conventional methods of teaching. Master's, 1933. Northwestern. ms.

358. **Cluley, John B.** A study of the relative amounts of spread resulting from three methods of study. Doctor's, 1933. Wisconsin.

A study of the relative amounts of transfer resulting from three methods of study. Journal of experimental education. 1: 34-41. September 1932. was based on this dissertation.

359. **Deaton, Paul Howard.** An experiment with a "how-to-study course". Master's, 1933. Southern California. (California quarterly of secondary education, 9: 82, October 1933)

360. **Emerson, Hugh Sherman.** Study practices of secondary education pupils in the Bowlegs junior and senior high-schools. Master's, 1932. Okla. A. and M. Coll. 90 p. ms.

361. **Finkenbinder, E. O.** A measure of the learning value of motivating tests and class discussion. Cedar Falls, Iowa State teachers college, 1933. ms.

362. **Grounds, F. Oral.** Generalization as a method and technique in the treatment of subject matter. Doctor's, 1933. T. C., Col. Univ.

Data indicate that generalization is both a method in itself whereby subject matter may be arranged, and a technique of development which can be used in other methods.

363. **Hunzicker, Charles.** A comparison of the relative effectiveness of a plan of supervised study and the daily recitation method in the teaching of algebra and geometry. Master's, 1933. Minnesota. 64 p. ms.

364. ***Ray, Charles W.** Supervision of study habits for delinquent freshmen. Master's, 1933. Syracuse. 133 p. ms.

Shows to what measure the probation students of Syracuse university are progressing.

365. **Smith, Robert B.** A study of the supervised home project work in Colorado over a period of five years. Master's, 1933. Colo. Agr. Coll.

366. **Stallard, B. J.** Supervised study in ninth grade algebra. Master's, 1932. Minnesota. (Abstracts in: National education association, Department of secondary school principals. Abstracts of unpublished masters' theses in the field of secondary school administration. Bulletin no. 47, p. 37-38) .

Compares achievement under one plan involving long assignments with study sheets, and no regular daily recitation, with another plan where the period was divided equally into recitation and study parts respectively.

367. **Stattard, Burton.** An experimental comparison of two plans of supervised study in ninth grade algebra. Master's, 1932. , Minnesota. 80 p. ms.

368. *Stopp, M. M. An experiment showing the relationship between subject teacher supervised study and non-subject teacher supervised study. Master's, 1933. Penn. State. 52 p. ms.

369. Toepfer, Mora A. A comparison of the study methods of pupils of a rural secondary school with generally accepted principles of effective study. Master's, 1933. Ohio Wesleyan. 85 p. ms.

Investigates the study habits of high-school pupils by means of tests, questionnaires, controlled observation and interviews, and compares these practices with the recommended practices and principles determined from an analysis of certain standard texts on study methods.

370. Umstattd, J. G. The independent study plan. Minneapolis, University of Minnesota, 1933. 45 p. ms.

PLATOON PLAN

371. Brown, Elmer Allen. A study of the platoon plan of school organization. Master's, 1932. Hawaii.

372. Eagan, Harry B. Auditorium theories and practices in platoon schools. Master's, 1932. Stanford. 238 p. ms.

373. Ellis, Agnes. Practices in the administration of auditorium activities in platoon schools. Master's, 1933. Northwestern. ms.

374. Jones, Ethel Hughes. A study of the organization of the platoon school system with special reference to the system of Durham, N.C. Master's, 1933. Duke.

375. *Lutz, Charles Day. Pupil achievement in platoon and non-platoon schools. Master's, 1932. Chicago. 2 sections. 33 p. ms.

Evaluates the academic achievement of pupils trained in the Gary public schools and of pupils trained in conventional schools.

376. Thomson, Edgar Woodrow. The social studies as an integrating center in the platoon school. Master's, 1933. Colorado. (Abstract in: University of Colorado studies. Abstract of theses for higher degrees, 1933: 82)

377. Volgamore, Vearl Henry. A study of the efficiency of the platoon and the traditional types of elementary school organization. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 91, October 1933)

RADIO IN EDUCATION

378. Egan, Margaret Anne. A study of the use of radio in education. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 83, October 1933)

379. Farrand, Cyril Evan. A determination of students' interests in radio science. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 83, October 1933)

380. Foley, James H., jr. Radio in American education. Master's, 1933. Brown. 107 p. ms.

381. Hewes, Ralph K. A survey of the radio interests of 1,000 high-school pupils. Master's, 1933. Temple. 68 p. ms.

Finds that 47½ per cent of the pupils report listening to radio programs was helpful in their school work; that they like good programs and demand the best of a given type; that boys like good music, comedy, adventure and civic events, and girls like the emotional and romantic type of program.

382. Jones, Elise Ruth. Any school can have a centralized radio system. Master's, 1932. T. C. Col. Univ. 60 p. ms.

383. Livingston, William F. Experiments in education by radio. Master's, 1933. Wisconsin.

384. Lumley, F. H. A determination of the speech factors in radio talks. Columbus, Ohio State university, 1933. 10 p.

Studies rate of speech, and variation of rate together with relations between rate and such factors as content, rating of speakers, etc.

385. Minnesota. University. A radio course in music appreciation, presented by the General extension division, Radio station WLB. Minneapolis, University of Minnesota, 1932. 29 p. (Bulletin of the University of Minnesota, vol. 35, no. 54, September 22, 1932)

For this course, which was designed primarily for schools, representative music of all types was chosen.

386. *Tyler, Tracy F. An appraisal of radio broadcasting in the land-grant colleges and State universities. Doctor's, 1932. T. C., Col. Univ. Washington, D.C., National committee on education by radio, 1933. 166 p.

Studies the extent to which the land-grant colleges and separate State universities use the radio; the nature of the programs broadcast by these institutions; compares the types and costs of equipment owned and used by institutions having their own radio stations and those using commercial stations; studies the amount of money the institutions spend annually on broadcasting; the different types of organization existing in the various institutions for administering radio service; the radio personnel required by an institution engaging in broadcasting; opinions of faculty and administrators on the use of the radio; and the types of programs to be broadcast.

VISUAL INSTRUCTION

387. Andrews, James Frederic. The organization and administration of city departments of visual instruction. Master's, 1933. Stanford. (California quarterly of secondary education, 9: 92, October 1933)

388. Arnold, Raymond W. A study of the effectiveness of motion pictures in teaching industrial arts in the junior high-school. Master's, 1932. Agr. and Mech. Coll. of Texas. 94 p. ms.

389. *Arnsperger, Varney Clyde. Measuring the effectiveness of sound pictures as teaching aids. Doctor's, 1932. T. C., Col. Univ. New York City, Teachers college, Columbia university, 1933. 156 p. (Contributions to education, no. 565)

Attempts to determine the relative effectiveness of teaching with the aid of certain educational talking pictures in the fields of natural science and music in grades 5 and 7, respectively, and of the usual methods of classroom instruction; and to make an analysis of the composition elements of certain scenes of the talking pictures used in the study to serve as an introduction to the study of the relative effectiveness of these elements of composition.

390. Blumer, Herbert. Movies and conduct. New York, Macmillan company, 1933. 257 p. (University of Chicago)

Attempts to determine the kinds of influence wielded by motion pictures on conduct, in so far as they can be determined from personal accounts.

391. Charters, W. W. Motion pictures and youth. A summary. New York, Macmillan company, 1933. 66 p. (Ohio State University.)

392. Cocking, Floyd Wilbur. The use of moving pictures as a means of instruction in introductory mechanical drawing. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 82, October 1933.)

393. *Cropp, Forrest Leroy. A study to determine the relative weights of certain factors in determining the appeal of motion pictures. Master's, 1933. Penn. State. 44 p. ms.

Attempts to determine to what extent conflicts with standards of morality in respect to those factors which are accentuated in motion pictures make for success or failure, appeal or lack of appeal, of those pictures.

394. Dale, Edgar. How to appreciate motion pictures. A manual of motion picture criticism prepared for high school students. New York, Macmillan company, 1933. 243 p. (Ohio State University.)

395. Follart, Claude Ray. A study of the types of visual instruction aids used in northeast Oklahoma with a view to suggested improvements. Master's, 1933. Okla. A. & M. Coll. 140 p. ms.

396. Heep, Richard H. A critical survey of free 16 mm. motion pictures available for the teaching of sixth grade geography in the New York City public schools. Master's, 1933. Coll. of the City of N.Y. 137 p. ms.

Traces the history of the motion picture in teaching; shows the place of the motion picture in the geography classroom; presents a film lesson in 6A geography; proposes criteria to serve as a guide to the teacher for choosing films; evaluates 35 films which cover the topics required in the syllabus, and presents lists of films for 6A subject matter in geography.

397. Hoar, Franklin B. An experiment with motion pictures in health instruction. Master's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 8: 339-40.)

Determines the relative effectiveness of showing motion picture films for health instruction as compared with teaching the same material without motion pictures as measured in terms of pupil achievement.

398. Holaday, Pery W. and Stoddard, George D. Getting ideas from the movies. New York, Macmillan company, 1933. 102 p. (Published with: Charters, W. W. Motion pictures and youth.) (University of Iowa.)

Measures the amount and types of information concerning the specific action and background of selected motion pictures which are retained over periods ranging from one day to three months, and measures the amount and types of general information received from selected motion pictures which are retained over periods ranging from one day to a month and a half.

399. Holcomb, John Edward. Visual presentation of general science material as a factor in retention. Master's, 1933. Okla. A. & M. Coll. 48 p. ms.

400. Indiana university. Extension division. Bureau of visual instruction. Picture aids for school and community work. Bloomington, 1932. 134 p. (Bulletin of the extension division, Indiana university, vol. 18, no. 1, September 1932.)

This is a classified list of films, lantern slides, art exhibits, picture prints, and posters that can be rented from Indiana university.

401. James, Herbert Augustus. Visual aids in the elementary schools. Master's, 1933. Okla. A. & M. Coll. 84 p. ms.

402. Katz, Elias. Educational possibilities of motion picture films in art courses. Master's, 1933. Coll. of the City of N.Y. 105 p. ms.

Criteria for evaluating films for art use should set up minimal educational, artistic and mechanical requirements.

403. Krueger, Herbert T. A study of the use of pictures in education. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 85, October, 1933.)

404. **Leitch, Richard F.** Techniques of making and using a motion picture for training in skills in industrial arts. Master's, 1933. Ohio. 58 p. ms.

Finds moving pictures of fundamental woodworking operations as effective for teaching purposes as an actual demonstration.

405. ***Lewin, William.** Photoplay appreciation in American high schools. Doctor's, 1933. New York. 206 p. ms.

Describes an experiment with 1,851 children in 17 states, in which 83 current photoplays were used and 14,000 free admissions arranged. Shows that photoplay appreciation can be taught successfully to boys and girls of normal intelligence in junior and senior high schools on the basis of curriculum units used.

406. ***McCabe, Jane Andrews.** Visual instruction in the teaching of junior high-school history. Master's, 1933. Boston Univ. 230 p. ms.

Discusses the historical background, purpose, types, technique, and research work in visual instruction.

407. **Marburger, Harold D.** Experimental study to evaluate the use of pictures in teaching three units of geography. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9:407-408.)

408. **Oldenburg, Elisabeth.** Study of development of motion pictures as an aid to education. Master's, 1933. Cornell. 151 p. ms.

409. **Phelan, Alice Marietta.** Organization of the visual education departments of a county and of a city in Southern California. Master's, 1933. Southern California. (California quarterly of secondary education, 9:87, October 1933.)

410. **Poland, Ernest Ira.** Efficiency of the motion picture program in a junior high school. Master's, 1933. Boston Univ. 105 p. ms.

411. ***Sigman, James G.** Origin and development of visual education in the Philadelphia public schools. Doctor's, 1933. Temple. Philadelphia, Pa., Temple university, 1933. 211 p.

Studies the historical beginnings in the field of visual education, the steps leading up to and following the initial organization of a separate department of public school administration devoted to visual education, and the three years of expansion and progress in carrying out accepted equipment and service policies, since the time of initial organization in 1929.

412. **Vaughan, Horace Berkley.** Visual aids for woodworking. Master's, 1933. Colo. St. T.C.

413. ***Walton, Brooks Lamar.** A study of physical conditions accompanying visual instruction in Hackensack high-school. Master's, 1933. Penn. State. 151 p. ms.

414. ***Williams, Lottie Anne.** A consideration of certain learning and teaching opportunities found in the commercial motion picture. Master's, 1933. West Virginia. 81 p. ms.

Data indicate that many learning and teaching situations are present in the commercial motion picture.

415. **Wise, H. A.** Motion pictures in the teaching of high-school American history. Doctor's, 1932. Yale.

PSYCHOLOGY—EDUCATIONAL

416. **Brinker, Mary D.** The effects of distraction on mental abilities in classroom situations. Master's, 1933. Cincinnati.

417. Fischer, Florence B. An attempt to discover the value of logic. Master's, 1933. Fordham. 35 p. ms.

Sixty college women about to start a course in logic were matched individually with an equal number of women students carrying similar programs but excluding logic. Matching was on the basis of intelligence, semesters of college work completed, and initial scores on three tests of logical reasoning. The reasoning tests were repeated at the end of the logic course and both groups showed large mean gains in reasoning test score but the group taking logic did not make a significantly greater gain than the control group.

418. Hamm, Anson Mark. The measurement of the relative interest value of representative items taught in educational psychology. Master's, 1933. Penn. State. 60 p. ms.

Data indicate that the ranking of items according to their interest value can be used as a basis for selecting the most appropriate topics to be included in a course of educational psychology.

419. Johnson, George Lee. A problem in the study of a technical vocabulary in educational psychology. Master's, 1933. Ohio. 120 p. ms.

Analyzes critically three representative educational psychology texts and three bound volumes of educational and psychological journals for technical terms that might be used in an educational psychology vocabulary test.

420. Musser, Belle McCoy. Terminology in educational psychology. Master's, 1933. Colorado. (Abstract in: University of Colorado studies. Abstract of theses for higher degrees, 1933: 57-58)

Lists the most frequently used terms in educational psychology, groups them according to associative concepts, and determines the frequency with which different authors use these terms.

421. Newberry, Helen E. Determination of the statistical background for students of educational psychology. Master's, 1932. Howard. 89 p. ms.

Attempts to determine whether students of educational psychology need a statistical background in order to understand the material of the course; to set forth the definite measures with which students should be acquainted; and to offer suggestions as to the best means for supplying the statistical information needed.

422. Petersen, Agnes. Certain factors affecting achievement in educational psychology. Master's, 1932. Northwestern.

CHILD STUDY

423. Ackerley, Lois Alberta. The information and attitudes regarding child development possessed by parents of elementary school children. Doctor's, 1933. Iowa. (University of Iowa studies. New series no. 269. Series on aims and progress of research, no. 43. 1 p.)

424. Adams, Sidney. A study of the growth of language between two and four years. *Journal of juvenile research*, 16: 269-77, October 1932. (Reprinted)

Studies children in the nursery school of the Institute of child welfare of the University of California.

425. Anderson, Harold H. Behavior problems of the normal child. Iowa City, University of Iowa, 1933. 16 p. (University of Iowa extension bulletin, no. 307)

426. Anderson, John E. Happy childhood: the development and guidance of children and youth. New York, D. Appleton-Century company, 1933. 321 p. (Century childhood library) (University of Minnesota)

Outlines the development and training of the child from birth to maturity.

427. **Ballard, Scotia Rebekah.** Status of child labor in the State of Virginia. Master's, 1933. Boston Univ. 44 p. ms.

428. **Bassett, Geraldine Claire.** A study of factors associated with success and failure in the treatment of child guidance clinic patients: Part V b. Master's, 1932. Smith.

429. **Bayley, Nancy.** The California first-year mental scale. Berkeley, University of California press, 1933. 24 p. (University of California. Syllabus series, no. 243)

The norms for this schedule are based on a group of from 46 to 61 infants, who were tested each month from one through 15 months, at 18 and 21 months.

430. **Bonnet, Esther Bell.** A comparison of patients successfully adjusted with those unimproved at close of treatment: Part 1 (Institute for juvenile research). Master's, 1932. Smith.

431. **Bradsher, Mary Elizabeth.** A study of the relationship between the amount of affection received from the parents and attitudes of siblings toward one another. Master's, 1932. Smith.

432. **Brown, Fred.** An experimental study of the psychoneurotic syndrome in childhood. Doctor's, 1933. Ohio. 175 p. ms.

Determines the relationship between neuroticism and intelligence, grade level and socio-economic status by means of a questionnaire administered to 1,663 children in grades 4 to 9, inclusive.

433. **Church, Grace Huntington.** A study of factors associated with success and failure in the treatment of child guidance clinic patients: Part IV b. Master's, 1932. Smith.

434. **Darling, Rachel Dearborn.** Factors associated with success or failure in the social adjustment of foster children: Part II. Master's, 1932. Smith.

435. **Dell, Lois Evelyn.** A scale for determining the degree to which the physical needs of the preschool child are being satisfied within the home. Master's, 1933. Iowa St. Coll.

436. **Disher, Dorothy Rose.** An experimental investigation of the reactions of new-born infants to olfactory stimuli together with an account of the structure and development of the olfactory mechanism. Doctor's, 1933. Ohio. 160 p. ms.

Seven odors and one pure air stimulus were applied to 81 infants ranging in age from 8 hours to and including 10 days. No race or sex differences were found. Variation in saturation of air solution showed variation in frequency of response and number of movements per response.

437. **Dunham, Mary Elizabeth.** A study of factors associated with success and failure in the treatment of child guidance clinic patients: Part XXI. The effect of subjectivity on the extraction and classification of material from case records. Master's, 1932. Smith.

438. **Duvall, Rufus A.** Relation of family size to mental ability and pupil achievement. Master's, 1933. Peabody. 33 p. ms.

Data, based on a study of 741 children, indicate that large families affect mental ability and achievement adversely.

439. ***Dysinger, Wendell S. and Ruckmick, Christian A.** The emotional responses of children to the motion picture situation. New York, Macmillan company, 1933. 122 p.

This study was presented as a doctor's dissertation, 1933, at the University of Iowa. Studies the differential responses of various age groups to the same scenes, especially scenes of exciting or erotic tendency.

440. Eager, Martha. A study of the diet and health status of 50 children in San Juan county. Master's, 1932. Utah St. Agr. Coll.
441. Ellesor, Martha Vance. A study of children's reactions to certain unusual stimuli. Master's, 1932. Virginia.
442. *Fair, Laura. Migrants as a social and educational problem in New Jersey. Master's, 1932. Rutgers. New Brunswick, N.J., Rutgers university, 1932. 40 p. (Rutgers university bulletin, series 8, no. 11a. Studies in education no. 3)
- Describes a study made of the children of blueberry and cranberry pickers at Whitesbog, near Lisbon, New Jersey, showing the community life during the berry season, and the life of the Italian laborers and their families after their return to their homes, and the effect of their life in the country on the school progress of the children.
443. Fairbrother, Roy. School interests of part-time school boys. Master's, 1933. Wisconsin.
444. Finch, F. H. The relation of age interval to degree of resemblance of siblings in intelligence. Doctor's, 1932. Minnesota. Pedagogical seminary and Journal of genetic psychology, 43:389-404, December, 1933.
445. Foster, Josephine C. Busy childhood, guidance through play and activity. New York, D. Appleton-Century company, 1933. 303 p. (Century childhood library) (University of Minnesota)
- Attempts to give parents an idea of the importance of play in the child's life and to show what kinds of play have the greatest appeal for the child.
446. Gallagher, Ferol C. Characteristic attitudes of present day girls. Master's, 1933. N.Y. St. Coll. for Teach.
447. Gray, Helen Elizabeth. The Iowa State fair baby health records: differences in scores as related to the sex and the locality of the children and the individual tendencies of the psychological examiners. Master's, 1933. Iowa St. Coll.
448. Hacker, Kathryn W. An investigation of information concerning the behavior of children from two and one-half to five and one-half years of age, as given by parents in a questionnaire. Master's, 1932. Michigan. 82 p.
- Studies data secured from questionnaires filled out by the parents of 39 boys and 34 girls in the University elementary school. Analyzes habits of eating, toilet behavior, nervous habits, emotional behavior, and child-adult relationships. Studies the reasons given by parents for sending their children to nursery school.
449. Hammond, Robert. Stages of growth of imagination in children and their relation to education. Master's, 1932. N.Mex. Nor. Univ. ms.
450. Harrison, M. Lucile. The nature and development of concepts of time among young children. Master's, 1933. Chicago. 149 p. ms.
- Studies the nature and development of concepts of time among kindergarten and primary children as they are related to grade, chronological age, levels of development within grades, and mental age.
451. Hawes, Eleanor Cope. The relationship between order of birth, personality traits and sibling attitudes. Master's, 1933. Michigan.
452. Hoffman, Ethel Antoinette. Objective means by which children are shown their progress in school. Master's, 1933. Colo. St. T.C.
453. Hovic, Virginia. The importance and extent of gestures in the behavior of children from two and one-half to six and one-half years of age. Master's, 1932. Michigan. 89 p.
- Finds gestures to be commonest in the nursery school, at the age of about four years, and that boys gesticulate more than girls.

454. **Huber, Monroe J.** Comparative variability in certain mental abilities of bright, dull and average children at different age levels. Master's, 1933. Coll. of the City of N.Y. 69 p. ms.

Studies dull, average, and bright groups at each of the age levels, 10, 11 and 14 in reading, arithmetic, auditory rote memory, vocabulary and grade status as shown in the records of the Educational clinic of the College of the City of New York.

455. **Hylan, Mary Champlin.** A study of factors associated with success and failure in the treatment of child guidance clinic patients: Part XI. Master's, 1932. Smith.

456. **Jones, Bennie Laura.** A study of the food habits of fifth grade children in five counties of Tennessee. Master's, 1933. Tennessee. 51 p. ms.

457. **Jones, Natalie Osborne.** Speech development of a group of institutional children between the ages of 12 and 24 months. Master's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress and bibliography of publications, 8: 462-63.)

458. **Joy, Guy E.** Some aspects of a moving population: a comparative study of transient children in the Panama Canal Zone schools. Master's, 1933. Michigan. 43 p. ms.

Compares Stanford test results of native and itinerant seventh and eighth grade pupils, and finds that in groups equated for intelligence and age, itinerant children showed consistent, but not statistically significant superiority over native children.

459. **Layton, Gertrude C.** To determine whether or not the month of birth has any observable effect upon the physical, mental or educational developments in the life of a child. Master's, 1933. Michigan. 85 p. ms.

460. **Leslie, Myrtle.** A study of factors associated with success and failure in the treatment of child guidance clinic patients: Part III b. Master's, 1932. Smith.

461. **Lincoln, Douglas.** Attitudes of children of junior high-school age towards questions of discipline. Master's, 1933. N.Y. St. Coll. for Teach.

462. **McCall, Louise Thomas.** The method of paired comparisons of pictures for determining the preschool child's preference among play materials. Master's, 1932. Iowa St. Coll.

463. **McPherson, Orpha R.** Summer vacation activities of 100 ten year old farm children in a selected area. Doctor's, 1933. T.C., Col. Univ.

Data indicate that neither the home nor the school made special provision for the summer vacation of farm children; other agencies were not operative to any appreciable extent in offering the children wholesome means of improving summer vacation; the children's needs, interests and desires were secondary to those of their elders in planning the summer recreation; the children made little use of many available resources; they were not sufficiently acquainted with the possibilities of their environment for worthy vacation activities; their summer experiences served no really vital purpose.

464. **Maalen, Albertina Aida.** A study of factors associated with success and failure in the treatment of child guidance clinic patients: Part X b. Master's, 1932. Smith.

465. **Mattson, Marion L.** The relation between the complexity of the habit to be acquired and the form of the learning curve in young children, from the Institute of child welfare, University of Minnesota. Worcester, Mass., Clark university, 1933. Genetic psychology monographs, 18: p. 290-308, April 1933.

Attempts to determine whether in performance on the rolling-ball maze degree of complexity of task bears any relationship to level of functioning attained through practice.

466. Miller, Neal Elgar. An analytical and genetic study of perception in children. Master's, 1932. Stanford.
467. Noecker, Albertine Appy. A survey of the literature dealing with the calcium-phosphorus metabolism of normal children. Master's, 1933. Utah St. Agr. Coll.
468. O'Shea, Joseph B. Development of the institutional child since the Doherty report. Master's, 1933. Fordham.
469. Perego, Ruth Smith. A study of factors associated with success and failure in the treatment of child guidance clinic patients: Part VI b. Master's, 1932. Smith.
470. Peterson, Ruth C. and Thurstone, L. L. Motion pictures and the social attitudes of children. New York, Macmillan company, 1933. 75 p. (University of Chicago.)
Studies the effect of a single motion picture on attitudes, the cumulative effect of two or more pictures pertaining to the same issue, the difference in the effect of a motion picture on groups of different ages, and the persistence of the effect of the motion pictures.
471. Piatt, James Allen. A comparison of achievement of the children from broken homes with those from unbroken homes. Master's, 1932. Kans. St. T.C., Pittsburg.
472. Pitts, Marjorie Wentworth. A comparison of patients successfully adjusted with those unimproved at close of treatment: Part II (Institute for juvenile research). Master's, 1932. Smith.
473. Pressler, Mildred. A study of factors associated with success and failure in the treatment of child guidance clinic patients: Part XII. Syndromes of negative factors which influence the results of therapy. Master's, 1932. Smith.
474. *Razran, Gregory H. S. Conditioned responses in children: a behavioral and quantitative critical review of experimental studies. Doctor's, 1933. Columbia. New York, 1933. 121 p. (Archives of psychology, no. 148.)
Describes experiments conducted in the laboratories of Krasnogorski, Chumarev and Lenz, Ivanov-Smolensky, and Bekhterev, and individual experiments on conditioning.
475. Benschaw, Samuel, Miller, Vernon L., and Marquis, Dorothy P. Children's sleep. A series of studies on the influence of motion pictures; normal age, sex, and seasonal variations in motility; experimental insomnia; the effects of coffee; and the visual flicker limens of children. New York, Macmillan company, 1933. 242 p. (Ohio State university.)
476. Roberts, Helen Elizabeth. A comparison of patients successfully adjusted with those unimproved at close of treatment: Part I (Minneapolis child guidance clinic). Master's, 1932. Smith.
477. Schubart, Viola. The measurement and significance of talkativeness in young children. Master's 1933. Michigan. 67 p. ms.
478. Schuler, Edgar Albert. A study of the consistency of dominant and submissive behavior in adolescent boys. Doctor's, 1933. Harvard.
479. Severson, Eliza Jane. A study of factors associated with success and failure in the treatment of child guidance clinic patients: Part IX b. Master's, 1932. Smith.

480. *Simboli, Grace R. A study of the educational achievement of professional children. Master's, 1933. New York. 37 p. ms.

Studies sex-grade, IQ, educational quotients, and achievement quotients of 180 professional children in grade 1-12.

481. Simpson, Kate Withers. A study of the effect of parent-child companionship on the conduct and attitudes of children. Master's 1933. Southern California. (California quarterly of secondary education, 9: 87, October 1933.)

482. Sparks, Loren D. The interrelation of abilities and achievements of an unselected 12 year old group of children. Doctor's, 1933. California.

Data indicate that each ability or group of abilities as measured by any given test tends to be independent of the ability or abilities measured by each other test, and tends to vary in amount from individual to individual. The scores obtained by a pupil on a given test can not be used effectively to predict scores of the same pupil in other tests of the series.

483. Stuart, Harold C. Healthy childhood: guidance for physical care. New York, D. Appleton-Century company, 1933. 393 p. (Century childhood library) (Harvard university)

Deals with physical health and its protection from conception through maturity.

484. Stubbs, Esther M. The effect of the factors of duration, intensity and pitch of sound stimuli on the responses of newborn infants. Doctor's, 1933. Iowa. (Abstract in: University of Iowa studies. New series no. 269. Series on aims and progress of research, no. 43. 1 p.)

Data indicate that infants do not respond to differences in pitch, but do react to differences in duration and in intensity providing that these differences are large.

485. Thompson, Cora A. A study of the relation of protein intake to physical measurements of a group of preschool children. Master's, 1932. Michigan. 36 p.

486. Thomson, Agnes C. Rhythmic interpretations of the three arts for little folk. Master's, 1933. T.C., Col. Univ. 40 p. ms.

487. Ulton, Sister M. Paulette. The constancy of the IQ. for a group of orphanage children. Master's, 1933. Catholic Univ. 28 p. ms.

488. *Ward, James L. Guiding principles in diet for the adolescent boy. Master's, 1933. New York. 108 p. ms.

Studies the composition and combination of foods relative to their usefulness in the body mechanisms of the adolescent boy and attempts to derive a set of guiding principles in diet which would aid him in the promotion and maintenance of optimal health.

489. Weiss, La Berta Amé. Differential variations in the amount of activity of newborn infants under continuous light and sound stimulation. Doctor's, 1933. Iowa. (Abstract in: University of Iowa studies. New series no. 269. Series on aims and progress of research, no. 43. 1 p.)

Attempts to determine whether mild visual and auditory stimuli may not influence the behavior of the newborn infant to a measurable extent; whether different intensities of the stimuli produce differential effects; how long, within a five to six minute period, the stimuli are effective; whether immediate reactions are comparable to activity over the continuous period; whether sex, age, and physiological conditions influence the responses.

490. Wernke, Sister Seraphine. New education for the "whole child". Master's 1933. Notre Dame. 101 p. ms.

491. Weyker, Grace Evelyn. A study of the intake of a child guidance clinic over a five-year period. Master's, 1932. Smith.

492. Yanahan, Sister M. Attracta. The Catholic child in the psychiatric clinic. Master's, 1933. Catholic Univ. 63 p. ms.

SEX DIFFERENCES

493. Book, Hannah M. A psychophysiological analysis of sex differences. *Journal of social psychology*, 3: 434-62, November 1932. (Indiana university)

Describes a series of four tests given to 950 students in Indiana university, ranging in age from 18 to 35, and using an equal number of men and women. Data indicate that the differences in the items in which each group excel are due to physiological differences peculiar to each sex.

494. Cameron, Grace Forbes. A comparison of sex differences in world history. Master's, 1933. Southern California. (*California quarterly of secondary educational*, 9: 82, October 1933)

495. Forry, Priscilla H. Sex differences in emotional interest. Master's, 1933. Temple. 78 p. ms.

Finds that women are more interested in drama, music, art, religion, acrobatic and aquatic sports, motion pictures, psychic and mystic phenomena, and that men are more interested in sports.

496. Koster, Leone Hart. Sex differences in intelligence and in scholastic achievement. Master's, 1932. South Dakota.

497. Stunkard, Dorothy B. Sex differences in emotional interest. Master's, 1932. Temple. 46 p. ms.

Attempts to determine through actual observation how far emotional differences in the sexes might be present in actual behavior. Sex differences as expressed in form of interest and behavior in attending art exhibits and art museums, concerts and operas, plays and movies, and church, and in window shopping are decidedly in favor of the female sex.

TESTS AND TESTING

PSYCHOLOGICAL TESTS

498. Anderson, Margaret. Standardization of diagnostic tests for articulatory cases. Master's, 1933. Iowa.

499. Bacon, Arleighn Mae. A study of the factors of social adjustment related to the test findings on the Stanford-Binet test and Healy picture completion test II. Master's, 1932. Smith.

500. Bayley, Nancy. Mental growth during the first three years. A development study of 61 children by repeated tests. Worcester, Mass., Clark university, 1933. *Genetic psychology monographs*, 14: 1-92, July 1933. (University of California)

Data were secured from a graded series of tests of mental development given to a group of normal infants at short intervals from birth through three years. The findings show that the tests measure different functions, or groups of functions, at successive age levels.

501. Bolton, Ina A. The diagnosis of the relative difficulty of the test elements of the Stanford-Binet scale for feebleminded and normal individuals of the same mental age levels. Master's, 1933. Kansas. 113 p. ms.

Compares test performance between normals in the grade schools of Lawrence, Kansas, and feebleminded in the State training school at Winfield, Kansas, to determine educability, types of activity and concept of intelligence.

502. Curtis, Flora S. Relationship of IQ's on standard group intelligence tests to success in typewriting and shorthand. Master's, 1933. Brown. 37 p. ms.

503. **Custis, Robert T.** Aptitude measurements for selecting and preparing college students for vocations. Master's, 1933. Coll. of the City of N.Y. 153 p. ms.

Describes aptitude measurements, discusses the general construction techniques and their limitations, and attempts to determine the adequacy of existing measuring devices.

504. **Drossos, George John.** The influence of age, school grade, language and intelligence upon children's associations. Master's, 1933. Chicago. 179 p. ms.

Describes a free association test examining the influence of age, school grade, language and intelligence upon the frequency of common responses of 324 bilingual (Greek and English speaking) elementary school children of ages 8 to 15. Egocentricity as related to age, grade, and intelligence is also measured through the monolectic Greek verb responses.

505. **Dunning, Dorothy Elizabeth.** The reliability of reaction time tests. Master's, 1933. Wellesley.

506. **Elderton, Marion.** An experiment in map scoring and mental imagery tests. Doctor's, 1933. Pennsylvania. Journal of applied psychology, 17: 376-400, August 1933.

507. **Finch, F. H.** Equating intelligence quotients from group tests. Minneapolis, University of Minnesota, 1933. 5 p. ms.

Examines relationship between results from 5 group intelligence tests and provides a table of values for equating IQ's from tests studied.

508. ———. On the standardization of the Kuhlmann revision of the Binet scale. Minneapolis, University of Minnesota, 1933. 4 p. ms.

509. **Hartman, Mildred.** A qualitative and quantitative study of the Knox cube test. Master's, 1932. Wittenberg. American journal of psychology, 45: 87-105, January 1933.

Presents an intensive exploration of the Knox cube test made to emphasize the importance of the qualitative aspects of test results, as against the aspects gained by techniques of standardization or by refined statistical procedure. Data indicate that very little information is gained concerning ability by knowing an individual score on intelligence.

510. **Hildreth, Gertrude H.** A bibliography of mental tests and rating scales. New York city, Psychological corporation, 1933. 242 p. (Teachers college, Columbia university)

Lists tests of mental capacity, performance tests, psycho-motor tests, achievement and educational tests, fine arts tests, character and personality tests, vocational tests, environment ratings, teachers' rating scales.

511. **Hoskins, Robert M.** The relationship of measurements of general motor capacity to the learning of specific psycho-motor skills. Master's, 1933. Iowa.

512. **Jackson, William M.** The validity of certain types of intelligence tests. Master's, 1933. Brown. 20 p. ms.

513. **Kinney, L. B. and Eurich, A. C.** A summary of investigations comparing different types of tests. School and society, 36: 540-44, October 22, 1932. (University of Minnesota)

514. **Lecker, Margaret Olga.** A study of the results of psychological examinations at the University of Hawaii. Master's, 1932. Hawaii.

515. **Lindley, Edwin T.** A survey of the uses and limitations of psychological tests in American industry. Master's, 1933. California.

516. Lindquist, E. F. and Cook, Walter W. Experimental procedures in test evaluation. *Journal of experimental education*, 1: 163-85, March 1933. (Eastern Illinois State Teachers College)

Proposes and evaluates a method for determining the optimum administration time for tests.

517. Lockin, Earl Wyman. Effect of everyday experiences on mechanical aptitude ratings. Master's, 1933. Wisconsin.

518. Louden, M. V. Relative difficulty of vocabulary lists in the Stanford-Binet scale. *Journal of educational research* 26: 601-607, April 1933. (University of Pittsburgh)

519. McCluggage, Alice Louisa. Discrepancies in mental test results. Master's, 1933. Southern California. (*California quarterly of secondary education*, 9: 85, October 1933)

520. Maller, J. B. and Zubin, Joseph. The effect of motivation upon intelligence scores. *Pedagogical seminary and Journal of genetic psychology*, 41: 136-51, September 1932. (Teachers college, Columbia university)

Studies the effect of various forms of motivation on the score on a standard intelligence test and finds that tests involving speed differ from power tests with regard to influence of motivation.

521. Martel, Maurine. The development of mental hygiene tests in the United States. Master's, 1933. Colorado. (Abstract in: *University of Colorado studies. Abstracts of theses for higher education*, 1933: 52-53)

522. Mathews, Neal. An analysis of the vocabulary difficulties found in test directions of standard achievement and diagnostic tests in grades 7 to 12. Master's, 1933. Pittsburgh. (Abstract in: *University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications*, 9: 410-11)

523. Miller, Scott. Sensory and motor rhythm measured by the Seshore tests as factors in predicting potential skills in basketball. Master's, 1933. Iowa.

524. Morton, Margaret M. A study of the results of administration of verbal and non-verbal intelligence tests to Mexicans. Master's, 1933. Denver. 127 p. ms.

Studies results of tests administered to 545 Mexican children in the Los Angeles schools and finds that with the language test these Mexicans were inferior in intelligence to the white norms, but that their intelligence was found equal to the white norms on the non-language test.

525. Myer, Mildred Hansel. A revision and tentative standardization of the tonal memory test for the third grade. Master's, 1933. Ind.St.T.C. 28 p. (Abstract in: *Indiana State teachers college. Teachers college journal*, 4: 316-17, July 1933)

The revised test was used with 867 children of the third grade in Terre Haute, Indiana, and was found to be of proper difficulty and reliable for use in the third grade.

526. Nemzek, Claude L. The comparative constancy of Stanford-Binet and Herring-Binet IQ's. *Journal of applied psychology*, 17: 475-77, August 1933. (University of Minnesota)

Describes a method which may be used in comparing the constancy of IQ's derived from individual and group mental tests, obtained by different examiners, of boys as contrasted with girls, according to levels of intelligence, of various chronological age groups, and of so-called normal individuals versus other groups.

527. **Nemzek, Claude L.** Intelligence testing at the college level. *Journal of educational research*, 26: 617-18, April 1933. (University of Minnesota)

528. ——— A note concerning the use of intelligence tests at the college level. *Peabody journal of education*, 10: 117-20, September 1932. (University of Minnesota)

529. **Newlove, John Kandel.** The relationship between different levels of mentality and achievement as measured by different types of tests. Master's, 1933. Southern California. (*California quarterly of secondary education*, 9: 86, October 1933)

530. **Olander, H. T.** Need for diagnostic testing. *Elementary school journal*, 33: 736-45, June 1933. (University of Pittsburgh)

531. **Price, Orville K.** Comparative validity and reliability of four intelligence tests in the ninth grade. Master's, 1933. Kentucky. 63 p. ms.

Compares the validity and reliability of the Kuhlmann-Anderson test for grades 9 to maturity, Detroit advanced intelligence test form V, Terman group test of mental ability, and McCall multi-mental scale, form I.

532. **Richards, Thomas William.** The relationship of psychological tests in the first grade to school progress. Doctor's 1933. Pennsylvania. *Psychological clinic*, 21: 137-71, September-November, 1932.

533. **Sears, Adolphus.** The relation of the 1930 psychological examination to certain factors of freshman performance in the Indiana State teachers college, 1930-31. Master's, 1932. Ind.St.T.C. 106 p. (Abstract in: *Indiana State teachers college. Teachers college journal*, 4: 283-84, July 1933)

Attempts to determine the correlation between examination results and scholarship, the relation between examination results and the number and distribution of course failures, the relation between examination results and student mortality, the comparative relationship between examination results of the different curricular groups, and the comparative value of individual subject matter tests comprising the examination as compared to the whole in predicting achievement in the related subject matter fields.

534. **Seliger, Leonard.** A critical study of the literature dealing with the variability of intelligence test scores from ages 1-14. Master's, 1933. Coll. of the City of N.Y. 97 p. ms. •

535. ***Smith, George Milton jr.** Group factors in mental tests similar in material or in structure. Doctor's, 1933. Columbia. New York, 1933. 56 p. (*Archives of psychology*, no. 156)

Attempts to determine whether the structure of a mental test, as well as the material, may not be important in the production of group factors. Studies 186 students in the introductory course in psychology at the College of the City of New York by means of numerical, spatial, and verbal tests. Results of the tests indicated the presence of an important general factor running through all of the tests.

536. **Smith, Harry P., Washburn, John N. and Thelin, Ernest.** The 1931 psychological examinations, Syracuse university. Syracuse, N.Y., Syracuse university, 1932. 6 p. ms.

537. **Sullivan, Dennis J.** An experimental investigation to measure the effect of training on scores of a first grade intelligence test. Master's, 1933. Pittsburgh. (Abstract in: *University of Pittsburgh, Abstracts of theses, researches in progress, and bibliography of publications*, 9: 457-58)

Attempts to determine the effect of training on the results of a first grade group intelligence test conducted with 74 pupils in a school located in a mill town. Data indicate that the test used measured experience as well as intelligence.

538. Sullivan, *Rev. Robert Martin*. Standardization of a non-verbal intelligence test invented by Professor Spearman. Master's, 1933. Catholic Univ. 82 p. ms.

539. Syracuse university. The American council psychological examination scores of Syracuse university liberal arts students eliminated in 1925-1928. Harry P. Smith, director. Syracuse, N.Y., 1932. 2 p. ms.

540. ——— The 1932 psychological examinations, Syracuse university, Harry P. Smith, director. Syracuse, N.Y., 1933. 6 p. (Bureau of educational Research bulletin, 1933, no. 1)

541. Tiebout, *Carolyn Elizabeth*. The measurement of psycho-physical functions in extreme degrees of artistic capacity at the child level. Doctor's, 1933. Iowa. (Abstract in: University of Iowa studies. New series no. 269. Series on aims and progress of research, no. 43. '1 p.)

Attempts to determine the psycho-physical traits in which superior development characterizes the artistic as opposed to the nonartistic child. The subjects were 11 artistic and 12 nonartistic children, equated on the basis of mental age, whose chronological ages ranged from 5 years 2 months to 10 years 1 month.

542. Van Tuyl, *Katherine and Eurich, A. C.* Measuring the interests of college students with different major subjects. Journal of applied psychology. 18: 27-44, February 1934. (University of Minnesota)

543. Waits, *John Virgil*. The differential predictive value of the psychological examination of the American council on education. Master's, 1932. Ala. Poly. Inst.

544. *Warren, *Elmer Chapman*. The 1929 American council on education psychological examination and its relations to the first semester, freshman year scholarship of the class of 1933 at a northeastern college of liberal arts. Master's, 1933. Boston Univ. 56 p. ms.

Data were secured from students' scores on the arithmetic and language parts of the psychological examination and their marks in freshman English, foreign language, and mathematics. Data indicate a relationship between scores on the American council on education psychological examination and first semester performance among freshmen at the college studied.

545. Weatherly, *Marie*. A study of the psycho-graphs of 55 high-school students to determine the relationship between musical talent and various degrees of intelligence. Master's, 1932. Kans. St. T.C., Pittsburg.

546. Weidemann, *C. C.* The indeterminate statement. Educational method. 12: 173-74, December 1932. (University of Nebraska)

Finds that many statements that have been presented to students to answer as either entirely true or false probably belong to one of the three classes of indeterminate statements.

547. Wilder, *Flora M.* Validation of a test. Master's, 1933. Wisconsin.

548. Wisler, *Maxine L.* A comparative study of performance of feeble-minded and juvenile delinquents on the Arthur performance scale and the Stanford-Binet test of intelligence. Master's, 1933. Claremont. 73 p. ms.

549. Wolcott, *Willa*. Changes in Thorndike intelligence test scores at the end of the college course. School and society, 37: 630-32, May 13, 1933. (Mills college)

Purposes to determine factors that might influence the size of the individual gains of seniors over their scores as freshmen on the same intelligence test.

550. **Zweibach, Isidore.** Psychological test scores versus freshman mathematics grades in power of predicting college success. Master's, 1933. Coll. of the City of N.Y. 52 p. ms.

SOCIAL INTELLIGENCE—TESTS AND SCALES

551. **Barron, Sister Mary Patricia.** A study of the Downey group will-temperament test as an aid in the guidance and classification of high-school girls. Master's, 1932. Notre Dame.

552. **Blackman, Abraham.** An objective test for the scientific attitude. Master's, 1933. Coll. of the City of N.Y. 25 p. ms.

After an extensive survey of the literature on the teaching of the scientific attitude a test was constructed to measure this attitude and was administered to about 500 high-school students. Findings: the test shows no sex differences; the test has a coefficient of reliability of +.597; the average test score increases directly with school level.

553. **Byrne, Sister Mary Alfonso.** A study of character tests and their usefulness in vocational guidance and personnel work. Master's, 1932. Michigan. 108 p. (Abstract in: University of Michigan. Abstracts of dissertations and theses in education, 1931-32. Monograph no. 2:112-13)

554. **Finch, F. H. and Nemzek, C. L.** The relation of Bernreuter personality inventory scores to age. Minneapolis, University of Minnesota, 1933.

555. ———— The relation of Bernreuter personality scores to scholastic achievement and intelligence. *School and society*, 36:594-96, November 5, 1932. (University of Minnesota)

556. **Grafton, Thomas Hancock.** The measurement of ethical knowledges and attitudes in the junior high school. Doctor's, 1933. Northwestern. ms.

557. ***Hinckley, Elmer Dumond.** The influence of individual opinion on construction of an attitude scale. Doctor's, 1932. Chicago. Chicago, Ill., University of Chicago libraries, 1932. 24 p.

Attempts to construct a scale for measuring attitude toward the Negro, and to test the extent to which the scale is influenced by the opinions of the subjects used in the construction of the scale.

558. **Kneeland, Ruth.** A study of the multiple response association test as a measure of pre-delinquent tendencies. Master's, 1932. Stanford. 29 p. ms.

559. **McLelland, May.** A study of the relationship of the traits measured by the Bernreuter inventory to the adjustment problems of a group of junior college students. - Master's, 1933. N.C. St. Coll.

560. **Perry, Raymond Carver.** A group factor analysis of the adjustment questionnaire. Doctor's, 1933. Southern California. (California quarterly of secondary education, 9: 81, October 1933)

561. **Shuck, Lillian.** An item analysis of a test battery for the detection of symptomatic factors in delinquency. Master's, 1932. Stanford.

562. **Swanson, Donald Eklund.** Personality traits as measured by the Association reaction-time test. Master's, 1932. Oregon. 100 p. ms.

563. **Weber, C. O.** A scale and manual for studying levels of emotional maturity. Minneapolis, Minn., University test bureau, 1933. 14 p. (Wells college)

Gives the result of five years of experimentation on the subject of levels of emotional response found in boys and girls from 10 to 18 years of age, and shows that levels of emotional response exist which correlate with chronological age, school achievement, physical development, and behavior patterns.

564. Wright, Howard Emery. An analysis of results of interest-attitude tests. Master's, 1933. Ohio. 69 p. ms.

Determines the emotional maturity of Filipinos as determined by the Pressey interest-attitude tests and analyzes critically each test item to determine the reliability of the norms of this test as they predict reliability.

EDUCATIONAL MEASUREMENTS—TESTS AND SCALES

565. Aamodt, Geneva P. The reliability and validity of certain prognostic tests in predicting algebraic ability. Master's, 1932. Wisconsin.

566. Ackermann, Harry W. Analysis of the American government test of the 1933 academic contest in Iowa. Master's, 1933. Iowa. 92 p. ms.

567. Allison, Anna Pearl. A study of the validity of items in a certain standardization music test. Master's, 1933. Oregon. ms.

568. Andreen, Merrill C. An objective test for woodworking. Master's, 1932. Drake.

569. Andrews, Dorothy Irene. Types of educative interests and the Stanford achievement test. Master's, 1933. Peabody. 46 p. ms.

570. Beamer, Henry G. The preparation and evaluation of unit tests in animal biology. Master's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in education, and bibliography of publications, 8: 306)

A series of unit tests in biology was constructed and administered to a group of biology students in the secondary school. The reliability coefficients of the tests vary from .79 to .90.

571. Beamer, Ralph K. The development of an objective trade test in automobile ignition. Master's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 8: 306-307)

Develops a written test to be used in rating automobile mechanics.

572. Beattie, Louise. Analysis and evaluation of standardized tests in arithmetic. Master's, 1933. Boston Univ. 214 p. ms.

573. Blair, Elizabeth H. Establishment of a basis for testing in literature with partial standardization of the tests constructed. Doctor's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 8: 45-52)

Tests were constructed in literature of the narrative type to meet the need for short, objective tests based on material that should be taught and tested in literature courses; the tests were built in uniform form, and were partially standardized on the basis of 5,000 scores obtained from representative high-schools in Pennsylvania and North Carolina.

574. Blum, Hazel Lena. A program of testing in junior business education. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstract of theses, researches in education, and bibliography of publications, 9: 338-39)

575. *Brooks, Homer C. Tentative science aptitude tests, suggested tests in chemistry and electricity to be given to freshmen entering high-school. Master's, 1933. New York. 79 p. ms.

Attempts to improve certain picture aptitude tests at Buffalo technical high-school by devising written objective tests and manipulative or skill tests as a basis for prognosticating future success in courses in industrial chemistry and electrical engineering.

576. Broom, Beatrice Hammill. A study of ninth grade algebra tests. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 82, October 1933)

577. **Brown, Clara M., Rivers, Elizabeth and Bayliss, Dudley C.** Development and evaluation of tests for the general college. Minneapolis. University of Minnesota, 1932. 10 p. ms.

578. **Burns, David Albert J.** An evaluation of standardized tests in geography in terms of the aims and objectives of that subject. Master's, 1933. Boston Univ.

579. **Carroll, John Stephen.** The basis, construction and statistical analysis of a series of objective unit summary tests in general science. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 82, October 1933)

580. **Cavender, George A.** General achievement tests in modern history for use in history 26. Master's, 1933. Colo. St. T.C.

581. **Clark, Wilfred Whitehead.** The use of new type or objective tests in physics. Master's, 1933. Boston Univ.

582. ***Crapser, A. Lester.** The establishment of national physical achievement standards in certain physical education events for boys. Doctor's, 1933. New York. 281 p. ms.

Presents standards in certain physical education events for boys in the primary division, 8 and 9 years old; elementary division, 10 and 11 years old; intermediate division, 12 and 13 years old; junior division, 14 and 15 years old; and senior division, 16-19 years old.

583. **Cresap, Mary Elizabeth.** The correlation of the Iowa silent reading test scores with the Iowa academic literature test scores with the content grade and study of outstanding cases. Master's, 1933. Iowa.

584. **Cross, Neal Miller.** A junior high-school language achievement test. Master's, 1933. Colo. St. T.C.

585. **Davis, Vera and Schrammel, H. E.** The revision and restandardization of the Beach music test. Teaching, 11: 17-20, December 1932. (Kansas State teachers college of Emporia)

586. **Decker, George Claire.** A testing program in junior senior high-school industrial arts classes as an aid to guidance. Master's, 1933. Ohio. 73 p. ms.

587. **Dolch, E. W.** Testing reading. Elementary school journal, 34: 36-43, September 1933. (University of Illinois)

Discusses the needs of teachers of reading as criteria to guide test makers in preparing reading tests that will test some specific thing, which can, and should be taught in a particular grade, and gives specific suggestions on the content of the tests.

588. **Duling, Robert Lewis.** Prescriptive grammar in English form tests. Master's, 1933. Colo. St. T.C.

589. **Eckler, Ralph Clifton.** A new series of tests in plane geometry. Master's, 1933. Kentucky. 67 p. ms.

590. **Fry, Elizabeth.** Effectiveness of a technique for measurement of verbal algebra problem-solving ability. Master's, 1933. Iowa. 50 p. ms.

591. **Fuller, Marion Constance.** The effect of availability as a determiner of children's reading tests. Master's, 1933. California. (California quarterly of secondary education, 9: 78, October 1933)

592. **Gibbons, Helen Dorothy.** Diagnostic speech tests. Master's, 1932. Northwestern.

593. **Gilbert, Floyd O.** A survey of state-wide testing programs in high-school subjects. Master's, 1933. Minnesota. 63 p. ms.

594. Goldsmith, Noah B. The diagnostic value of different tests used in measuring educational ability. Master's, 1933. Temple. 53 p. ms.
595. Gray, Walter S. A standardized test on the constitution of the United States of America. Master's, 1932. Kans. St. T.C., Pittsburg.
596. Heim, Carl F. Comparative study of the modern foreign language scores made in the Carnegie examinations at Temple university in 1930. Master's, 1933. Temple. 92 p. ms.
597. *Hixon, Lawrence Betts. A study for significant differences between institutional orphans and home children as measured by certain public school tests. Master's, 1933. Syracuse. 63 p. ms.
Compares the achievement, mental measurement, chronological age, and grade placement of the children studied.
598. Indiana university. Twentieth annual conference on educational measurements held at Indiana university April 14 and 15, 1933. Bloomington, 1933. 98 p. (Bulletin of the School of education, Indiana university, vol. 10, no. 1)
Contents: (1) An experiment in measuring changes in pupil attitudes affected by teaching, by Homer L. Humke, p. 5-11; (2) A study of logical learning in college classes, by Ernest L. Welborn, p. 12-20; (3) Some effects of social change on the public schools, by R. W. Holmstedt, p. 21-28; (4) Making pupils' marks in physical education more objective, by Karl W. Bookwalter, p. 29-34; (5) Comparison of two methods of measuring the high school, by Otis Trimble, p. 35-46; (6) An analytical study of the factors involved in learning to appreciate literature, by Mrs. Johnnie R. Smith, p. 47-69; (7) Special disability in reading and arithmetic, by R. C. Scarf, p. 70-84; (8) The story of school sites, by Forest Ruby Noffsinger, p. 85-94.
599. Isenberg, Charles L. An analysis of secondary school American history tests. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications. 9: 389-90)
600. Jackofsky, Eva. An analysis of the results obtained in the use of the Albany public school achievement tests. Master's, 1933. N.Y. St. Coll. for Teach.
601. Jones, Jean Brady and Greene, Harry A. Iowa English organization test, paragraph organization in reading and composition for high schools and colleges, form A. Iowa City, University of Iowa, 1933. 4 p.
602. ————. The Iowa English organization test paragraph reading organization. Examiner's manual. Iowa City, University of Iowa, 1933. 14 p.
603. Keeler, L. W. Results of the testing program in the Branch county public schools and in the Michigan State public school. Ann Arbor, University of Michigan, 1933. 40 p. (Bureau of educational reference and research. Bulletin no. 147)
Presents results obtained from the new Stanford achievement test, primary and advanced examination, form 5, administered in the district schools of Branch county and in the Michigan State public school for dependent children at Coldwater, during the last week in April, 1932.
604. Kelsey, Julia R. The measurement of achievement in public school music. Master's, 1932. Cincinnati.
605. *Kent, Millard C. A testing program for selecting entering students for the Vocational school at Baltimore, Maryland: a study of the students entering the Vocational school at Baltimore, Maryland, from the time of their entrance to the time of graduation or failure, by means of a battery of standardized

tests which are used as a tentative device for predicting success or failure in industrial training. Master's, 1933. New York. 112 p. ms.

Finds that it was possible to successfully predict student performance in 80 per cent of the cases.

606. **Kirkpatrick, James Earl.** The motivating effect of a specific type of testing program. Doctor's, 1933. Iowa. (Abstract in: University of Iowa studies. New series no. 269. Series on aims and progress of research, no. 43. 1 p.)

Attempts to determine the effect of the testing program on the acquisition of isolated facts and details in physics by pupils, and upon the pupils' general comprehension of material which had been studied. The study gives direct and positive proof of the value of the systematic use of objective test exercises as an instructional device in certain school subjects.

607. **Knipe, Chester S.** Correlation between reading ages of three standard reading tests. Master's, 1933. Temple. 176 p. ms.

Analyses Haggerty, new Standard, and Thorndike-McCall tests and constructs a scale for their comparison.

608. **Leist, Morris.** The construction of inventory tests of the arithmetical elements involved in selected topics in algebra. Master's, 1933. Coll. of the City of N.Y. 60 p. ms.

609. ***Long, Howard Hale.** Analyses of test results from third grade children selected on the basis of socio-economic status. Doctor's, 1933. Harvard. 271 p. ms.

Seeks to determine how children with widely varying community and home life differ in their responses to eight reputable and currently used intelligence and achievement tests; and what differences in responses among children homogeneous as to home and community life may be attributable to differences peculiar to the content or construction of the tests.

610. **McGeoch, Dorothy.** A scale for determining the degree of socialization of teaching and classroom procedure. Master's, 1933. N.Y. St. Coll. for Teach.

611. **McLaughlin, James Argyle.** A comparative study of the reliability and validity of the artificial language test in the American council psychological examination, 1931 and 1932 editions. Master's, 1933. Okla. A. & M. Coll. 35 p. ms.

612. **McPherson, Lonnie G.** A study of achievement tests in United States history. Master's, 1933. Peabody. 113 p. ms.

Each type of test has its particular advantages and limitations, but there is a place for each type of achievement test in United States history.

613. **Manahan, William Frank.** A study of the relative effectiveness of review vs. non-review objective tests in general science. Master's, 1933. California. (California quarterly of secondary education, 9: 79, October 1933)

614. **Melick, Gertrude A.** The Sangren informational test in its relationship to intelligence quotient and mental age. Master's, 1933. Michigan. 101 p. ms.

615. **Miller, Ruth Elizabeth.** A comparative study of measuring instruments for English composition. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 86, October 1933)

616. **Mitchell, Ernest W.** Comparative efficiency of certain scholastic aptitude tests in predicting academic success. Master's, 1933. Mass. St. Coll. 91 p. ms.

617. Moore, Jewell E. Predicting school success in trade subjects by use of two mechanical aptitude tests. Master's, 1932. Michigan. 62 p. (Abstract in: University of Michigan. Abstracts of dissertations and theses in education. Monograph no. 2: 81-82)

Attempts to discover what predictive value the Stenquist mechanical aptitudes test and the Detroit mechanical aptitudes examination had in the study of 200 pupils starting work in trade shop subjects.

618. Moore, Joseph E. The Iowa English placement test as an instrument for predicting the success of freshmen in general college work. Raleigh, North Carolina State college, 1933. 7 p. ms.

Data indicate that the test predicts, to some extent, the success of freshmen in other courses, that students receiving low scores on the test are much less apt to remain in college than students scoring high on the test.

619. Moriarty, Helen E. A study of comparative validity of a scholastic aptitude test and an achievement test in predicting school success. Master's, 1933. Mass. St. Coll. 151 p. ms.

620. Nance, Ida B. Tests and study guides in literature for secondary schools. Master's, 1932. West.Ky.St.T.C.

621. Nelson, Oscar C. Achievement testing in mechanical drawing. Master's, 1933. Wisconsin.

622. Newell, C. F. The construction of a vocabulary test for high-school and college students. Master's, 1932. Alabama. 48 p. ms.

623. Newsom, Mary Etta Cavett. A critical survey of prognostic tests of algebraic ability. Master's, 1933. Duke.

624. O'Blenes, Leslie W. The use of standard tests and classroom tests in selected secondary schools. Master's, 1933. Northwestern. ms.

625. O'Brien, Joseph F. A diagnostic test in argumentation and debate with statistical evaluations. Master's, 1933. Penn State. 93 p. ms.

Describes the construction and validation of a diagnostic test in argumentation and debate.

626. Odell, C. W. Educational measurement in the secondary school. Journal of educational research, 26: 81-89, October 1932. (University of Illinois)

Attempts to trace the development of educational measurement in the secondary school by referring to several outstanding projects such as the prediction of educational and vocational success of pupils in high-school and afterward, the relation of secondary and higher education, studies dealing with the new-type, short-answer, or objective test on the secondary level, the use of achievement tests in state-wide surveys, the measurement of personality and character traits, etc.

627. Otremba, Frances Marie. The English placement test as a criterion of college aptitude. Master's, 1932, Hawaii.

628. Parker, Marion Kemmy. Rating scales in education. Master's, 1933. Colorado. (Abstract in: University of Colorado studies. Abstract of theses for higher degrees, 1933: 62)

Presents the history of the rating scale movement, and analyzes critically the rating scales as reported in three educational periodicals from 1910 to 1932.

629. Pennington, J. P. The standardization of a new performance test. Master's, 1933. Ohio. 31 p. ms.

630. **Phillips, Lucy Gladys.** The use of the individual diagnostic test method as a means of locating pupils errors in first semester algebra. Master's, 1932. Ohio Wesleyan. 155 p. ms.

Determines the effectiveness of the individual diagnostic test as a means of discovering errors in first semester algebra. For this purpose an individual diagnostic test was constructed and administered to 100 students in 4 centralized high-schools in Ohio.

631. **Query, John Henry.** Use of the Seashore music talent tests and its relation to the selection of pupils for the study of instrumental music. Master's, 1933. Boston Univ. 88 p. ms.

632. **Quill, James E.** A single standardized test versus a comprehensive, informal, objective test in measuring the results of a course in plane geometry. Master's, 1933. Cincinnati.

633. **Ralya, Lynn L.** An investigation of accomplishment in high-school physics by means of diagnostic tests. Doctor's, 1933. Wisconsin.

634. **Repogle, Joe F.** The use of measurements in the improvement of instrumental music in the junior and senior high-school. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses researches in progress, and bibliography of publications, 9: 439-40.

635. **Riesenberg, Victoria.** The construction and validation of objective tests in Issac Pitman shorthand for the use of first-year pupils. Master's, 1933. Coll. of the City of N.Y. 68 p. ms.

636. **Risley, Daniel Louis.** Validation of the educational aptitude test (new form). Master's, 1933. Southern California. (California quarterly of secondary education, 9: 87, October 1933)

637. **Sando, M. H.** An evaluation of results from the "Every pupil test" in English as shown by a study of 60 Ohio high-schools April 14, 1931. Master's, 1932. Miami. 55 p. ms.

638. **Sangren, Paul V. and Wilson, Mary C.** Instructional tests in reading. Bloomington, Ill., Public school publishing co., 1932. 6 v. (Western state teachers college)

Grade 1, forms, A, B; grade 2, A, B; grade 3, experimental edition; grade 4, experimental edition.

639. ——— and **Reidy, Ann.** Sangren-Reidy survey tests in arithmetic. Bloomington, Ill., Public school publishing co., 1933. 6 vol. (Western state teachers college)

Division 1, form 1, for grades 2 and 3; division 2, form 1, for grades 4, 5, and 6; division 3, form 1, for grades 7, 8, and 9; directions, record sheet and answers for each of the forms.

640. **Schrammel, H. E. and Kayser, Kathryn.** —The standardization of the Every pupil primary achievement test. Teaching, 11: 15-16, December 1932. (Kansas State teachers college of Emporia)

641. **Shumaker, Lawrence Kenneth.** A predictive measure for estimating success in English composition at the college level. Master's, 1932. Oregon. 65 p. ms.

642. **Sidebotham, Elizabeth.** A study in the testing of appreciation of literature. Master's, 1933. Michigan. 105 p. ms.

643. **Sittner, Herman Raymond.** A study in evaluating certain cognitive factors in achievement. Master's, 1932. Washington. ms.

644. Stanton, Hazel M. and Koerth, Wilhelmine. Musical capacity measures of children repeated after musical training. Iowa City, University of Iowa, 1933. 48 p. (University of Iowa studies, new series no. 259. Series on aims and progress of research, no. 42)

Studies retest scores in the Seashore measures of musical talent, after from 3 to 9 years of musical training in the Eastman school of music, University of Rochester. Part 1. Measurements of 645 children tested twice, the T2 group; part 2. Measurements of 148 children tested three times, the T3 group; part 3. Measurements of 11 children tested four times, the T4 group; part 4. Conclusions and interpretations of children's retest studies and the adult retest study published in 1930.

645. *Starrak, James Abel. The construction of a scale for the measurement of college teaching, and the determination of its reliability and validity. Doctor's, 1933. Boston Univ. 258 p. ms.

Describes the construction and testing of an instrument for measuring the personal fitness and teaching ability of college instructors, through the medium of student judgment. The experimentation involved the rating of 703 instructors by 26,074 students in 1,359 classes at Iowa State college.

646. Stevenson, Mary Lou. The use of modern language placement tests at the University of Pittsburgh. Modern language journal, 18: 433-50, April 1934. (University of Pittsburgh)

Deals with the administration and results of the American council alpha, French; Columbia research bureau, German; and Stanford, Spanish tests given to University of Pittsburgh students. Data indicate trends and show highly satisfactory results of placement based on standardized tests of measurable gains.

647. *Stout, G. Wallace. An achievement test in correlated mathematics for the ninth grade. Master's, 1933. N.Mex. St. T.C. 69 p. ms.

648. Strouse, Catharine E. The construction of a test in general musical knowledge for the intermediate grades. Master's, 1933. Northwestern. ms.

649. Sullivan, Samuel B. A study of effect of cramming on the 1933 Iowa academic contest in geometry. Master's, 1933. Iowa. 46 p. ms.

650. Taylor, James B. A study of the predictive value of achievement tests for secondary school pupils. Master's, 1933. Michigan. 33 p. ms.

651. Tilson, Lowell M. A study of the predictive value of musical talent tests for teacher-training purposes. Master's, 1932. Cincinnati.

652. Van Wagenen, M. J. Reading readiness tests and manual. Minneapolis, Educational test bureau, 1932. v.p. (University of Minnesota)

653. ——— Unit scales of aptitude. Minneapolis, University of Minnesota, 1932.

Division 1, form A, grades 4-5; division 2, form A, grades 6-7; division 3, form A, grades 8-9; division 4, form A, grades 10-11. Directions for giving the unit scales of aptitude.

654. Weinstein, Isadore B. The analysis of secondary school biology tests. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 461-62)

Attempts to determine to what extent published tests parallel the organization of materials in the subject plan, and the types of thinking that are necessary in the performance of these tests. Data indicate that a different type of test must be devised to measure results of teaching by the subject plan.

655. Westergard, Melba Marie. An experimental analysis of the value of new-type tests in plane geometry. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 88, October 1933)

656. Whalen, Frank D. A critique of measurement in education. Doctor's, 1933. Fordham.

657. Williams, Harold M., Sievers, Clement H., and Hattwick, Melvin S. The measurement of musical development. Iowa City, University of Iowa, 1933. 191 p. (University of Iowa studies, new series no. 243. Studies in child welfare, vol. 7, no. 1, January 15, 1933)

Part 1. Studies in the measurement of musical development; part 2. Study of rhythmic performance with special consideration of the factors involved in the formation of a scale for measuring rhythmic ability; part 3. Preliminary study of pitch inflection in the speech of preschool children.

658. Williams, John R. The construction of an objective achievement test in biology for high-school. Master's, 1933. Kans. St. T.C., Emporia. 73 p. ms.

659. Woody, Clifford. Results of the testing program in the Ironwood public schools. Ann Arbor, University of Michigan, 1933. 114 p. (Bureau of educational reference and research. Bulletin no. 146)

Presents the results obtained from the testing program administered during the third week of October, 1932 to determine the existing levels of achievement in various subjects in the different grades and schools of the system; and to make suggestions for improving the conditions under which the instruction is given.

PHYSICAL ABILITY—TESTS AND SCALES

660. Blx, Hamlin. Tests for use in the predicting of potential gymnastic ability. Master's, 1933. Iowa.

661. Brock, Ruby L. The measurement of selected motor skills. Master's, 1933. Cincinnati.

662. Cambron, Emmett Fagg. A study of the validity and reliability of the Brace motor ability test. Master's, 1933. Texas.

663. Chapman, Elbert F. The application of a physical fitness index in the Denver public schools—senior high-school boys. Master's, 1933. Denver. 78 p. ms.

664. Ertell, Newman H. A study of the Tuttle pulse-ratio test and the Schneider cardio-vascular rating test as measures of physical efficiency. Master's, 1933. Michigan. 77 p. ms.

665. Ewart, Cyril G. Sensory and motor rhythm measured by the Seashore tests of factors in predicting potential skills in basketball. Master's, 1933. Iowa.

666. Flanagan, Arthur Kenneth. Pulse ratio test as a measure of athletic endurance in ~~running~~. Master's, 1932. Iowa.

667. Frampton, Paul. The measurement of body control while exercising on the horizontal bar. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 89, October 1933)

668. Hallbom, Gustav. A three test experiment in physical education. Master's, 1933. Northwestern. ms.

669. Matheny, Kathryn. A determination of the relative effectiveness of certain measuring devices in physical education. Master's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress and bibliography of publications, 8: 353-54)

670. Milliken, Rex M. A survey of the physical efficiency of grade school students (grades 6 to 8) as shown by the pulse ratio test. Master's, 1933. Iowa.

671. Moshberger, Naomi L. Preliminary work for the building of written and practical tennis tests for women students at the University of Oregon. Master's, 1933. Oregon. 73 p. ms.

672. Nemzek, Claude L., Cronin, M. and Brannon, E. Motor ability of high school girls. Journal of educational research, 26: 593-94, April, 1933. (University of Minnesota)

Examines interrelationships among height, weight, IQ, and Brace motor ability test scores for 333 high school girls, and finds low negative relation between IQ and Brace score.

673. Osinski, Walter J. An experimental testing of ability and progress in swimming. Master's, 1933. Masa. St. Coll. 91 p. ms.

674. Palmer, Irene. Tests and measurements. A workbook in health and physical education. New York, A. S. Barnes and company, 1932. 143 p. (Yale university)

Discusses the tools of measurement; tests of health and physical education; research in health and physical education.

675. Perry, John Manard. The development and the validity of a battery of achievement tests in physical education. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 87, October 1933)

676. Seaver, Marguerite. A study in physical ability achievement expectancies based upon tests of 172,593 pupils in the Los Angeles city schools. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 87, October 1933)

677. Snavely, Carl G. The construction of objective tests in football. Master's, 1933. Bucknell. 260 p. ms.

678. Warner, Mrs. Edna. A study of the use of the Schneider cardio-vascular rating in indicating the physiological effect of selected athletic activities upon girls in a summer camp. Master's, 1933. Cincinnati.

RESEARCH—EDUCATIONAL

TECHNIQUES

679. Abelson, Harold H. The art of educational research, its problems and procedures. Yonkers-on-Hudson, N.Y., World book company, 1933. 332 p. (College of the City of New York)

Discusses research and the educator; the research problem and its background; techniques of research; media for obtaining facts; socio-descriptive and psycho-descriptive methods; experimental methods; statistics, comparison, association and speculation as research tools; the evaluative and constructive methods; and communication, organization, and development of research.

680. Barrow, Edwin Leslie. The questionnaire in education. Master's, 1933. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1933: 5-6)

Analyzes 500 questionnaire studies, reported in 6 representative educational periodicals between 1895 and 1933, and finds that the questionnaire as an instrument for collecting statistical data has markedly increased in use during the past 38 years.

681. Bergman, Stanley O. An analysis of social science theses written in the College of education. Master's, 1933. Iowa. 116 p. ms.

682. Eaton, G. Glenn. Validating methods of educational research. Master's, 1933. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1933: 28)

683. Hitzelberg, John A. An analysis and evaluation of the findings of educational research and the recommendations of educational administrators and philosophers regarding an economical and efficient length of the recitation period in senior high-school. Master's, 1933. New York. 60 p. ms.

Finds that the 60-minute period is the minimum for the new procedures and techniques in conducting the class period.

684. Lawless, John Joseph. The field for thesis writing in mathematics. Master's, 1933. Boston Coll.

685. Upshall, C. C. and Masters, Harry V. Researches in education, interpretative hazards. School and society, 36: 851-53, December 31, 1932. (Washington State normal school)

Analyzes four ways in which inadequate knowledge makes the interpretation of educational research inadequate and harmful.

REPORTS

686. Annotated list of 800 graduate theses and dissertations in industrial arts education and vocational industrial education accepted by institutions of higher learning in the United States, 1892-1933. Compiled by a special research committee for the 24th manual arts conference. 1933. 89 p. ms.

687. Colorado. University. Abstracts of theses for higher degrees, 1932. Boulder, 1932. 113 p. (University of Colorado bulletin, vol. 32, no. 15. General series no. 319 vol. 20, no. 1)

688. ———. Abstracts of theses for higher degrees, 1933. Boulder, 1933. 92 p. (University of Colorado bulletin, vol. 33, no. 16. General series no. 336, vol. 21, no. 1)

689. Douglass, Harl R. Abstracts of unpublished masters' theses in the field of secondary school administration. Berwyn, Ill., Department of secondary school principals of the National education association, 1933. 100 p. (Bulletin no. 47)

Abstracts unpublished masters' theses in the field of secondary school administration of the University of Minnesota.

690. Edwards, Mrs. E. D. Digest of theses accepted in partial fulfillment of requirements for higher degrees in education at the University of California, May and August 1932. University high school journal, 12: 221-26, March 1933.

691. Hattendorf, K. W., Ojemann, E. H. and others. Researches in parent education, 1. Iowa City, University of Iowa, 1932. 288 p.

692. Indiana State teachers college. Abstracts of unpublished masters' theses, Indiana State teachers college, 1933. Teachers college journal, 4: 277-320, July 1933.

693. Iowa. University. Abstracts in history from dissertations for the degree of doctor of philosophy as accepted by the graduate college of the State university of Iowa, 1922-1930. Iowa City, 1932. 170 p. (University of Iowa studies, new series no. 240. Studies in the social sciences, vol. 10, no. 2, December 1, 1932)

Contains abstracts of 12 theses in history.

694. Iowa. University. Doctoral theses in education 1 by James A. Fitzgerald, Victor H. Kelley, Raymond L. Powell, Moses N. Thisted, Thomas J. Torney, and Ida M. Yates. Iowa City, 1934. 206 p. (University of Iowa studies, new series, no. 267. Studies in education, vol. 9, no. 1)

These dissertations were listed in United States Office of Education, Bibliography of research studies in education, 1930-1931, and 1931-1932, Bulletins, 1932 no. 16, and 1933 no. 6.

695. ——— Programs announcing candidates for higher degrees January, June, July and August 1933. Iowa City, 1933. (University of Iowa studies, new series no. 269. Series on aims and progress of research, no. 43)

696. ——— Researches in parent education, 1. Iowa City, 1932. 288 p. (University of Iowa studies. New series no. 241. Studies in child welfare, vol. 6)

Contents: (1) A home program for mothers in sex education, by K. W. Hattendorf, p. 11-92; (2) Standard for estimating the validity of child development principles, by Robert H. Ojemann, p. 93-112; (3) Experimental investigation of methods in parent education, by Hazel S. Schaus, p. 115-34; (4) Device for the measurement of parent attitudes and practices, by Lois M. Jack, p. 135-49; (5) Study of 50 home libraries with special reference to their function in child development, by Gertrude H. Nystrom, p. 151-93; (6) Handicaps of school entrants: a study of traits which handicap children entering kindergarten and first grade, by Laura L. Remer, p. 195-207.

697. Iowa State college. Annotated list of graduate theses and dissertations in industrial arts education and vocational industrial education accepted by institutions of higher learning in Iowa. Ames, 1933. 13 p. ms.

698. Joyal, Arnold E. Abstracts of doctors' theses in education at the University of California, 1898 to March 1933. Los Angeles, Calif., Lambda chapter, Phi delta kappa, University of California, 1933. 104 p.

699. Kentucky. University. Theses in education. Lexington, 1933. 61 p. (University of Kentucky. Bulletin of the Bureau of school service, vol. 5, no. 4)

700. Michigan. University. Abstracts of dissertations and theses in education at the University of Michigan, 1931-1932. Ann Arbor, 1933. 130 p. (Bureau of educational reference and research. Monograph no. 2)

701. Minnesota. University. Collegiate educational research, University of Minnesota. The report of the committee on educational research for the biennium 1930-1932. Minneapolis, 1933. 32 p. (Bulletin of the University of Minnesota, vol. 36, no. 1)

In addition to the report on the work of the committee, the bulletin includes a list of faculty publications, and lists doctor's and master's theses and textual material.

702. North Carolina. University. Research in progress, July 1931-July 1932. Chapel Hill, University of North Carolina, 1932. 120 p. (University of North Carolina record, no. 282. Graduate school series no. 25)

703. Northwestern university. Degrees, diplomas and honors for the academic year 1932-1933. Evanston, Ill., 1933. 40 p.

704. Peters, Charles C. and Hartmann, George W. Abstracts of studies in education at the Pennsylvania State college, part 3, (1933). State College, Pennsylvania State college, 1933. 79 p. (Penn State studies in education, no. 8)

705. Pittsburgh. University. The graduate school. Abstracts of theses, researches in progress, and bibliography of publications, vol. 8, 1932. Pittsburgh, Pa., 1933. 578 p. (University of Pittsburgh bulletin, volume 29, no. 3)

706. **Pittsburgh. University.** The graduate school. Abstracts of theses, researches in progress, and bibliography of publications, volume 9, 1933. Pittsburgh, Pa., 1933. 671 p. (University of Pittsburgh bulletin, volume 30, no. 2)

707. **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 arts and engineer, 1932-33. Stanford University, California, 1933. 230 p. (Stanford university bulletin, fifth series, no. 158, July 31, 1933)

708. **Tonne, Herbert A.** Index of dissertations of the School of education, New York university. New York, Rho chapter, Phi delta kappa, New York university, 1932. 48 p.

Revises a similar index published in 1930 and includes all studies submitted up to and including the June 1932 commencement.

CURRICULUM STUDIES

709. **Alterman, Joseph.** Survey of periodical literature on a prelaw course of study. Master's, 1933. Coll. of the City of N.Y. 41 p. ms.

Indicates that the social sciences (economics, history, political science, sociology, psychology, philosophy) and English should properly form the core of a prelaw curriculum.

710. **Anderson, L. Warren.** A survey of the organization and administration of the curricula in the accredited public high-schools of North Dakota. Master's, 1932. Minnesota. 170 p. ms. (Abstract in: National education association, Department of secondary school principals. Abstracts of unpublished masters' theses in the field of secondary school administration. Bulletin no. 47: 14-17)

Discusses organization, offerings and enrollments, grade placement of subjects, activities, responsibility for curriculum organization, miscellaneous phases of the administration and the curriculum, and weaknesses of the schools.

711. **Beaman, Florence Nina.** An experimental curriculum for special classes. Master's, 1933. Northwestern. ms.

712. **Bennett, Raymond D.** The development of required courses in education for high-school teachers. Doctor's, 1932. Ohio. 408 p. ms.

Studies curriculum procedure critically.

713. **Bower, John Leslie.** A study of the organization and administration of curricula in small and medium-sized secondary schools. Master's, 1933. Illinois.

714. **Brinson, Fred Arthur.** Limiting influences of the high-school curriculum. Master's, 1933. Peabody. 62 p. ms.

Studies the influence of tradition and college entrance requirements on high school curriculum and finds that in the field of languages and mathematics the major limiting influences are tradition and college entrance requirements.

715. **Bryson, William McDowell.** The general curriculum as an instrument of guidance and adjustment in secondary schools. Master's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 8: 311-12)

716. **Carey, Alice E., Hanna, Paul R. and Meriam, J. L.** Catalog of units of work, activities, projects, etc. New York City, Teachers college, Columbia university, 1932. 200 p.

Lists, with very brief annotations the printed units of work, projects and activities found in magazines, periodicals, courses of study and books from January 5, 1925 to January 5, 1932.

717. Clark, Lillian Morrow. Use of a rating scale for units in revising a course of study. Master's, 1933. Okla. A. & M. Coll. 16 p. ms.

718. Clement, J. A. An analytical study of over 100 courses of study of secondary schools belonging to the North central association. North central association quarterly, 8: 475-90, April 1934. (University of Illinois)

719. Darby, Dean. A curriculum study in the problems of machine society. Master's, 1933. Colo. St. T.C.

720. Dawson, Edward B. The history of curricular expansion in the College of literature, science and arts at the University of Michigan, 1840 to 1930. Master's, 1933. Michigan. 70 p. ms.

721. *Erdly, Calvin Victor. Reshaping a high-school curriculum and instructional organization on basis of graduates' comments. Master's, 1933. Penn. State. 65 p. ms.

Studies data secured from 246 graduates of the Junior-senior high-school in Hollidaysburg, Pennsylvania, who graduated between 1927 and 1932 inclusive. The training particularly desired by these graduates while in high school was in social development, citizenship, right living, selection of a vocation, preparation for entrance to a higher school of learning, preparation for economic advancement, and training for personal satisfaction.

722. Evans, Nan. A study in the evaluation of certain units of curriculum materials. Master's, 1933. N. C. St. Coll.

723. Fox, Sister Mary Laura. An analysis and evaluation of the courses of study of the school system in cities having a population of 400,000 or more. Master's, 1932. Notre Dame.

724. Gaggans, Sadie. Units of work and centers of interest in the organization of the elementary school curriculum. Doctor's, 1933. T.C., Col. Univ.

Makes a comparative study of published units of work and centers of interest to differentiate between guiding principles underlying their selection and use; interrelations of units of work and centers of interest; and diverging trends in the organization of such units of work and centers of interest.

725. Gartland, Thomas Edwin. Status of secondary curricula in Sherman county, Nebraska. Master's, 1933. Creighton.

726. Golden, Floyd Dewey. Subject combinations in the high schools of Texas. Master's, 1933. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1933: 28-29)

Determines the subjects taught, the subject combinations, the relationship between experience, salaries and subjects taught.

727. Hale, Verna L. An evaluation of the unit of work program in terms of subject matter mastery. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 84, October 1933)

728. Heck, Rev. Theodore. The formation and present status of the course of studies in the major seminary. Master's, 1933. Catholic Univ. 62 p.ms.

729. Johnson, Harold William. The evolution of the activities curriculum. Master's, 1933. California. (California quarterly of secondary education, 9: 79, October 1933)

730. Johnson, Philip Gustaf. A critique for the evaluation and development of science courses of study for the pre-college years. Doctor's, 1933. Cornell 374 p. ms.

731. Jones, Edna Gass. A study to determine the needs of public senior high-schools of a metropolitan area for a course in office machines. Master's,

1933. Southern California. (California quarterly of secondary education, 9: 89, October 1933)
732. **Judy, Gilbert Dewey.** A study in determining content and organization of a course in economics for senior high-school pupils. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 89, October 1933)
733. **Kessler, Winfred E.** A curriculum study of Lorain county, Ohio, high-schools. Master's, 1933. Michigan. 56 p. ms.
734. **Leamon, E. M., Sand, , Monroe, H. L., and others.** A curriculum study of the accredited public high schools of Illinois (excluding the Chicago schools) showing the subjects offered, the year in which they are taught, and whether or not they are prescribed. Urbana, Ill., University of Illinois, 1933. 10 p. ms.
735. **McCreedy, Leslie Lee.** A course of study in house construction. Master's, 1932. Iowa.
736. **Maclary, Dorothy.** Study of curricula in 32 representative institutions to determine typical course, curricular practices and methods of teaching in education of high-school teachers. Master's, 1933. Minnesota. 140 p. ms.
737. **Miller, Sarah L.** Constructing a tenth grade history course in the industrial curriculum. Master's, 1932. Temple. 89 p. ms.
738. **Noronha, Josephine.** A comparative study of the present curricula with the curricula as set up by 88 public five- and six-year high-school principals of Michigan. Master's, 1932. Michigan. 87 p.
739. **Prunty, M. C.** Reconstructing the curriculum: How Tulsa, Oklahoma, is administering a program of curriculum reconstruction. School executives magazine, 53: 131-33, 154, January 1934. (Colorado State teachers college, 1933)
740. **Riley, Martin S.** The evolution of the elementary curriculum of the American public schools. Master's, 1933. Louisiana.
Studies and interprets the origin and development of the elementary curriculum from the establishment of the first schools in the English colonies in America to the war between the states, 1860.
741. **Sherman, James Leonard.** An analysis of the curricular offerings of certain types of private secondary schools. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 87, October 1933)
742. **Smith, Florence Rees.** The objectives and content of junior high-school courses of study in general science. Master's, 1933. Denver. 106 p. ms.
743. ***Snyder, W. Harry.** Caribbean relations of the United States: the content for a new college course. Doctor's, 1933. New York. 277 p. ms.
744. **Trillingham, Clinton C.** The organization and administration of curriculum programs. Doctor's, 1933. Southern California. (California quarterly of secondary education, 9: 81, October 1933)
745. **Vance, Mrs. Lois.** A study in composing the units of a course in home and health for senior high-school girls. Master's, 1933. Kans. St. Coll.
746. **Virginia, University.** The Virginia high-school curriculum. University, University of Virginia, 1932. 97 p. (University of Virginia record, extension series. Secondary education in Virginia, no. 16)
Contents: (1) Evolution of the present high-school curriculum, by Sidney B. Hall, p. 7-14; (2) Modern practices and trends in the secondary school curriculum, by E. B.

Windes, p. 15-23; (3) Survey of present practice in curriculum building, by Henry Harap, p. 24-34; (4) Role of content in curriculum-making, by H. I. Willett, p. 35-41; (5) Adjusting the content in high-school English, by Edward Alvey, Jr., p. 42-53; (6) Adjusting content in high-school social studies, by R. E. Swindler, p. 54-59; (7) Adjusting the content in the high-school course of study in the natural sciences, by Edward W. Venning, p. 60-65; (8) Adjusting the content in the high-school course of study in mathematics, by R. C. Wingfield, p. 66-70; (9) Some questions concerning the Virginia State program of curriculum revision, by Henry Harap, p. 71-78; (10) Some considerations basic to reorganization of the social studies in secondary schools, by Paul R. Hanna, p. 79-87; (11) Relation of the elementary school curriculum to the high-school curriculum, by John L. Manahan, p. 88-91.

747. **Waterbury, Kenneth Duel.** A proposed educational program for Mount Union and surrounding territory. Master's, 1933. Penn. State. 60 p. ms.

748. **Watson, George Earl.** A public school program for Waupaca, Wisconsin. Master's, 1932. Wisconsin.

749. **Welch, Earl E.** The adaptation of the curriculum to the individual pupil. Master's, 1933. Wisconsin.

750. **Westerland, F. E.** The program of studies in Arizona high-schools. Master's, 1933. Iowa. 164 p. ms.

751. **Wilcox, Irma B.** An activity curriculum for a second grade. Master's, 1933. Wyoming.

752. **Yu, Ben-Shen.** The development of the principles and procedures of curriculum construction of religious education in America. Master's, 1933. Northwestern. ms.

753. **Zediker, H. Ruth.** The preparation of a course in related English for the tenth grade in a trade school. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 467)

754. **Zerkel, Waldo Emerson.** A study to determine objectives of a rural high-school curriculum. Master's, 1933. Wittenberg. ms.

READING

755. **Agerton, Myrna Elizabeth.** Case studies in the remedial treatment of reading deficiency in high-school. Master's, 1933. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses, for higher degrees, 1933, 1-2)

Data indicate that individual case diagnosis is necessary for effective use of remedial measures; observation of oral and silent reading habits and the results of standardized tests aid in diagnosis; too many high-school pupils fail because of a lack of understanding of their reading habits; responsibility for independent thinking and choice of material should be imposed on the pupil.

756. **Anderson, C. Cecilia.** The reading achievement of third grade pupils in relation to their intelligence and to their attendance in the low first grade. Master's, 1933. California. (California quarterly of secondary education, 9: 78, October 1933)

757. **Bartlett, George W.** The improvement of reading ability on the college level. Doctor's, 1933. Wisconsin. 85 p. ms.

758. **Benner, Beesie Bishop.** A study of remedial reading methods in high-school. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 81, October 1933)

759. **Berglund, Albert O.** A fourth grade reading vocabulary. Master's, 1933. Northwestern. ms.

760. **Bueker, Elizabeth A.** The history of first grade reading in the public schools of St. Louis, Mo. Master's, 1933. Washington Univ. 155 p. ms.

761. ***Campbell, John B.** The progress that children of foreign parents make in silent reading by the use of remedial measures in grades 5 and 6 of the Exeter borough schools. Master's, 1932. Penn. State. 35 p. ms.

The 46 pupils selected from grade 5, and the 50 from grade 6 were divided into control and experimental groups. Diagnostic testing with remedial teaching in silent reading showed a decided improvement in both speed and comprehension. There was a considerable gain in the vocabulary of both groups.

762. **Campbell, Ruth.** Supervision of the teaching of reading and literature in the junior high-school. Master's, 1933. T.C., Col. Univ. 119 p. ms.

763. **Cassell, Mabel Elizabeth.** Analysis and interpretation of lip movement in reading in grades 2-6. Master's 1933. Boston Univ.

764. **Clark, Josephine Elizabeth.** The relation of reading disability to left-handedness and speech difficulties in other members of the family. Master's, 1932. Smith.

765. **Cleary, Margaret D.** Achievement in reading of selected groups of adults. Master's, 1932. Chicago. 92 p. ms.

Describes an experiment in which 756 adults were tested on three reading (comprehension) tests. They differed in educational achievement, economic status, social advantages, race and nationality.

766. **Cooper, Ida M.** A comparative study of the organization for teaching of 10 systems of beginning reading. Master's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 8: 315-16)

Data indicate that there is no single best method of procedure, that provision is made for individual differences, that fewer and simpler phonetic elements are being taught, and that the needs and interests of the child determine both matter and method.

767. **Crumly, June Aiken.** Methods and devices for stimulating and guiding the voluntary reading of elementary and secondary school pupils. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 82, October 1933)

768. **Davis, Claire.** Remedial work in reading based on comprehension difficulties. Master's, 1932. Miami. 41 p. ms.

769. **Dawson, Ruth.** Development of appreciation in reading (with special reference to the ninth grade). Master's, 1933. Boston Univ. 54 p. ms.

770. **Dean, Alice M.** A study of the range and types of comprehension in fourth grade reading. Master's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 8: 319-20)

771. **Delamater, Florence Adelaide.** Study of progress made in reading by seventh grade pupils instructed by factual reading methods. Master's, 1932. Buffalo.

772. **Doane, Loula Burns.** A study of B-1 word list of the Los Angeles city schools. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 89, October 1933)

773. Dorr, John H. A study of word recognition in the first grade of the Monongahela public schools. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 362-63)
774. Drust, Carolyn C. Effect of practice in rapid reading upon certain educational factors. Master's, 1933. Peabody. 84 p. ms.
Studies the effect training in rapid reading has upon vocabulary, paragraph meaning and various levels of intelligence.
775. Fair, Gladys Merriman. The value of undirected and directed single readings. Master's, 1933. Colo.St.T.C.
776. Ferrell, Kate. Summary of recent investigations in primary reading. Master's, 1933. Peabody. 84 p. ms.
777. Gerberich, J. R. Five years of experience with a remedial reading course for college graduates. Fayetteville, University of Arkansas, 1932. 15 p. ms.
778. *Gerstmyer, Eva E. A study of the relative value of test-determined supervisory aid versus non-test determined supervisory aid in the supervision of primary reading. Master's 1933. Johns Hopkins. 108 p. ms.
Studies two groups of 25 children each in two 1A classes and two groups of 29 children each in two 2A classes, equated as to mental age, chronological age, and previous school history, and divided into experimental and control groups.
779. Gray, William S. and Whipple, Gertrude. Improving instruction in reading, an experimental study. Chicago, Ill., University of Chicago, 1933. 226 p. (Supplementary educational monographs, no. 40)
Aims to study ways and means of reorganizing and improving the teaching of reading in harmony with the results of scientific studies; to determine the character of the difficulties encountered in efforts to reorganize and improve teaching; and to measure the effect of constructive effort on the reading achievement of pupils.
780. Hamilton, Charles F. A study of the factors which make for wide and narrow habits of reading in grade pupils. Master's, 1932. Michigan. 76 p.
Determines the factors that stimulate habits of wide reading in elementary school pupils in the sixth grade at Bay City.
781. Hazleton, Frank Loyd. A comparative study of marginal note-taking and underlining with reading and rereading. Master's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress and bibliography of publications, 8: 334-35)
Compares the effect on delayed recall of having pupils in the sixth, seventh, and eighth grades make marginal notes and underscore words as compared with reading and rereading. Data indicate that the pupils in this experiment were not able to retain the material read when they made marginal notes any better than when they read and reread the material.
782. Henry, Frank M. A study of the silent reading ability of third and fourth year high-school pupils. Master's, 1933. Wittenberg. ms.
783. Holland, Benjamin F. Improvement of eye-movements in reading of college freshmen. Austin, University of Texas, 1932.
784. Hunt, Edna Cooper. Remedial instruction in reading for retarded children. Master's 1932. Kans.St.T.C., Pittsburg.
785. Iverson, Anton Ole. The relation of reading comprehension to academic success in high-school. Master's, 1933. Wisconsin.

786. *Ladd, Margaret Rhoads. The relation of social, economic and personal characteristics to reading ability. Doctor's, 1933. T.C., Col. Univ. New York city, Teachers college, Columbia university, 1933. 100 p. (Contributions to education, no. 582)

Data were secured from group tests of silent reading, intelligence, socio-economic status, play interests, personality and school attitudes tests given to children in the 3B, 4A, 4B, and 5A grades of three public schools of New York City.

787. Linn, Vincent Joyce. A comparison of the achievement in reading, arithmetic, and English composition in rural and town eighth grade children of equal intelligence as shown by standardized tests. Master's, 1933. South Dakota. 59 p. ms.

788. MacCallum, Helen. A study of the mental reactions and traits of superior and retarded readers. Master's, 1933. Michigan. 145 p. ms.

789. McCartney, Mary A. A survey of children's reading materials. Master's, 1933. Cincinnati.

790. McDonald, Annie Laurie. An evaluation of extensive and intensive teaching of reading. -Master's, 1933. West Texas St. T.C. 175 p. ms.

Finds that extensive reading is more important in the teaching of reading than intensive reading.

791. McNiel, Joe B. The use of supervisory devices as a means of improving reading. Master's, 1933. South. Methodist. 46 p. ms.

Studies the use of supervisory devices for the improvement of reading in the fourth, fifth and sixth grades in the Bowle and Fannin schools in Wichita Falls, and in City View and Cashlon schools in Wichita county.

792. Maloy, Regina. A comparative study of two methods of teaching beginning reading. Master's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 8: 350-51)

Shows the relative effectiveness of the use of visual aids, the stereograph and stereoptican slides in teaching reading to beginners.

793. Mitchell, Mary Edward. The development of a pre-primer reading program in Fayette county to supplement the state adopted texts for the grade. Master's, 1932. Alabama. 125 p. ms.

794. Moran, Sister Patricia. The effect of definite remedial drills on silent reading ability. Master's, 1933. Fordham. 77 p. ms.

795. Nazor, Nancy. A diagnostic program in sixth grade reading. Master's, 1933. Peabody. 96 p. ms.

796. Nudelman, Sylvia. Difficulties experienced by first grade children in learning to read. Master's, 1933. Coll. of the City of N.Y. 97 p. ms.

797. Page, Miriam Bennett. A diagnostic survey of the reading abilities of the members of a fourth grade class. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 90, October 1933)

798. *Paul, Vera Alice. Present trends of thought on oral reading. Master's, 1932. Iowa. Iowa City, University of Iowa, 1932. 58 p. (University of Iowa extension bulletin, Bulletin no. 290. College of education series no. 31)

Discusses the reasons for the uncertain position held by oral reading, the educational justification and fundamentals of oral reading, and gives suggestions for the teaching of oral reading.

799. **Richardson, Helen E.** The relation of success in reading to two types of general ability. Master's, 1933. Chicago. 89 p. ms.
Describes an experiment with 58 fourth grade children who were tested with language, non-language, and reading tests, and classified as belonging to the balanced, non-language, or language types.
800. ***Robbins, Madeline Vesta.** Literature of remedial silent reading in senior high-school and college. Master's, 1933. Boston Univ. 185 p. ms.
Reviews the literature on the subject to show what has been done in remedial reading on the senior high-school and on the college levels.
801. **Root, Everett Raymond.** State survey of primary reading based on the Lee-Clark reading tests. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 91, October 1933)
802. **Selzer, Charles A.** Lateral dominance and visual fusion, their application to difficulties in reading, writing, spelling, and speech. Cambridge, Mass., Harvard university press, 1933. 119 p. (Harvard monographs in education, no. 12. Studies in educational psychology and educational measurement)
Discusses the origin and causes of handedness; tests for lateral dominance, effects of a change of dominance on the reading, writing, spelling, and speech of children; and the diagnosis and remedial treatment of disabilities in reading, writing, spelling, and speech.
803. **Shotwell, Thomas A.** A practical program for improving reading comprehension in the ninth grade. Master's, 1932. Oregon. 42 p. ms.
804. **Smith, Harry P. and Fletcher, Margaret.** Freshman reading drills, 1932. Syracuse, N.Y., Syracuse university, 1932. 5 p. ms.
Describes an experiment conducted with a group of freshmen at Syracuse university whose reading ranks showed that they might profit by systematic drill in reading.
805. ——— and ———. Reading remedial work for first year students of Syracuse university. Syracuse, N.Y., Syracuse university, 1933. 4 p. ms. (Bureau of educational research bulletin, 1933, no. 2)
Describes an experiment with 90 freshmen at Syracuse university in remedial work in reading.
806. **Stewart, Emma.** Relationship of kindergarten records to first-grade reading achievement. Master's, 1933. Michigan. 50 p. ms.
807. **Teegarden, Alice Van S.** The silent reading rate of college students. Master's, 1933. Northwestern. ms.
808. ***Traxler, Arthur Edwin.** The measurement and improvement of silent reading at the junior high-school level. Doctor's, 1932. Chicago. Chicago, Ill., University of Chicago libraries, 1932. 217 p.
Devises a battery of silent reading tests in four forms, measuring rate of reading, reading vocabulary, and comprehension; describes an experiment conducted at the junior high-school level in teaching silent reading to a group of retarded readers; and develops a diagnostic technique for analyzing reading deficiencies.
809. **Unzicker, Cecilia E.** An experimental study of the effect of the use of the typewriter on beginning reading. Doctor's, 1933. T.C., Col. Univ.
Studies first grade children in 5 Elisabeth, New Jersey schools and in the Horace Mann school in New York City, during the school year 1931-32. Data indicate that typewriting, as carried on in this experiment, does not harm the reading of first grade pupils taught by the more progressive methods.
810. **Vogt, Harlan S.** The effects of a special technique upon rate and comprehension in silent reading. Master's, 1932. Louisville. 58 p. ms.
811. **Walker, Eva Julia.** Factors influencing reading progress in the first grade. Master's, 1933. Peabody. 113 p. ms.

812. **Witty, Paul A. and LaBrant, Lou.** The improvement of reading. Educational trends, January 1933. (Northwestern university)

813. **Zallee, Laura Yeomans.** A study evaluating the effectiveness of the extensive use of intrinsic reading materials in a primary reading program. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 88, October 1933)

HANDWRITING

814. **Averill, Richard L.** The problem of handedness in relation to education. Master's, 1933. Oregon. 80 p. ms.

815. **Brody, Leon.** An integrative study of special disabilities affecting the mechanical and language aspects of writing. Master's, 1933. Coll. of the City of N.Y. 236 p. ms.

816. **Douglas, Ella Hendrickson.** History of the development of commercial methods of teaching handwriting in the United States. Master's, 1933. Colo. St.T.C.

817. **Heintzelman, Harvey A.** An experimental study of movement exercises in handwriting with teachers college students. Master's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 8: 336-37)

Attempts to determine the progress made in handwriting by two groups of students, 25 in each group, in the handwriting classes in a state teachers college.

818. **Maginnis, Anna L.** A decade of handwriting progress in the Philadelphia public schools, 1922-1932. Master's, 1933. Temple. 106 p. ms.

819. **Mitchell, Mary Joanna.** A diagnostic study of Negro handwriting. Master's, 1933. Denver. 47 p. ms.

820. ***Morrison, Lewis F.** An attempt to evaluate certain supervisory procedure through pupil achievement in penmanship. Master's, 1933. West Virginia. 21 p. ms.

821. **Reese, Champ M.** Remedial handwriting and issues affecting its instruction in secondary schools. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 90, October 1933)

822. **Binehart, William L.** A comparative study of eight handwriting systems. Master's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 8: 363-64)

Studies teachers' manuals, pupils' compendiums, and handwriting scales of eight modern systems of handwriting, and shows that extreme variation exists among the various systems in practically all of the items considered.

823. **Schiffer, Olga.** The use of scaling and conferences in the improvement of handwriting in intermediate grades. Master's, 1933. Fordham. 43 p. ms.

824. **Shelly, Ethel H.** Platt Rogers Spencer and the Spencerian system of penmanship. Master's, 1933. Temple. 84 p. ms.

Finds that the Spencerian contributions to penmanship lie in systematization of teaching, introduction of varied and beautiful capital letters, establishment of business schools, fostering of teacher training, and publication of the first copy books.

825. **Tenwolde, Harry.** A study of the penmanship of pupils in an elementary school. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 88, October 1933)

SPELLING

826. Archer, Clifford Paul. Positive and negative effects of spelling transfer. Moorhead, Minn., State teachers college, 1933. ms.

Deals with the effect of the study of selected basic words on the ability to spell other words having one syllable in common, and the effect upon other words having syllables pronounced the same way but spelled differently. The study involves 560 children over a period of 5 weeks.

827. ———. Transfer of generalizations in spelling. Moorhead, Minn., State teachers college, 1933. ms.

Involves controlled experiments by groups of children and shows that generalizations developed by children guide them in spelling words of similar construction.

828. Boyd, William Hyland. An experiment to determine the value of formal spelling in high-school. Master's, 1933. Kentucky. 116 p. ms.

829. Carson, Olive G. Teacher preferences in text arrangement and method in the field of spelling. Master's, 1933. Boston Univ. 77 p. ms.

830. Clinton, Riley Jenkins. An experimental study in time allotment in public school spelling with achievement per unit of time. Doctor's, 1933. Stanford. (Abstract in: Stanford university. Abstracts of dissertations for the degrees of doctor of philosophy and doctor of education, 1932-33. Fifth series, no. 158; p. 176-79)

Data indicate that achievement results in spelling vary directly, but not proportionately, with the unit of time devoted to the subject; that the first 10 minutes of the period yields slightly greater returns than the last 10 minutes.

831. Crap, E. Orrell. A study of the misspelling of 4,000 most frequently used words, conducted in the sophomore classes of the Philadelphia high-schools. Master's 1932. Temple. 96 p. ms.

832. Crawford, Marianne C. A study in spelling: words most frequently misspelled by pupils of the seventh and eighth grades of Hugh Morson high-school. Master's, 1933. N.C. St. Coll. Peabody journal of education, 11: 78-82, September 1933.

Studies tests, letters, and written reports of the seventh and eighth grades of the Hugh Morson high-school, Raleigh, N.C.

833. Dannels, William A. The effect of the correction of initial responses in column spelling achievement. Master's, 1933. Pittsburgh. (Abstract in University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 357-58)

834. Dolch, E. W. Testing word difficulty. Journal of educational research, 26: 22-27, September 1932. (University of Illinois)

835. Ferries, Allen. The probable value of phonetic rules. Master's, 1933. Colo. St. T.C.

836. Harris, Anna. Spelling errors of 9A and RC junior high-school students as a partial basis for determining spelling content. Master's, 1933. Coll. of the City of N.Y. 95 p. ms.

837. Hawthorne, Matthew LeRoy. An experimental study in spelling. Master's, 1933. Washington. 98 p. ms.

Describes a spelling experiment, in which a group of high-school students learn a phonetic system of spelling and are given tests in both English spelling and phonetic spelling, the results of which are compared. The system of phonetic spelling showed superiority over the English spelling system as a tool in educational procedures.

838. Jasper, Elizabeth. The effect of phonics in teaching spelling in the second grade. Master's, 1933. N.C. St. Coll.

839. McIntosh, H. W. A comparison of ability in three methods of spelling. *Teaching*, 11: 26-28, December 1932. (Kansas State teachers college, of Emporia)

Attempts to determine whether or not a recognition type test is a valid spelling test.

ENGLISH LANGUAGE

GRAMMAR AND COMPOSITION

840. Alexander, Margaret. A course of study in language for the sixth grade. Master's, 1933. Iowa. 246 p. ms.

841. Anderson, Arthur C. The results of a specific supervisory drive on elementary school language instruction. Master's, 1933. Iowa. 75 p. ms.

842. Anderson, Frances. Sentence structure in children's spontaneous letters. Master's, 1933. Colo.St.T.C.

843. Annin, Sister Ida. The construction, analysis, and evaluation of a vocabulary measure. Master's, 1933. Oregon. 72 p. ms.

844. Archer, Clifford Paul. Analysis of errors in oral English. Moorhead, Minn., State teachers college, 1933. ms.

845. ———. Analysis of errors in written composition. Moorhead, Minn., State teachers college, 1933. ms.

Shows the frequency of various mistakes made by children in composition work in the junior high-school.

846. ———. Is it profitable for teachers to mark composition papers? Moorhead, Minn., State teachers college, 1933. ms.

Describes the results of controlled experiments with public school children in 8 systems, and shows that more can be gained from having children score their own papers under the teacher's direction than by having the teacher correct the papers herself.

847. Arnold, Bertha P. The teaching of English in the senior high-schools of Kansas during the school year 1930-31. Master's, 1933. Kansas. 180 p. ms.

848. Bergland, Clarence Reuben. A study of English composition projects for junior and senior high-schools. Master's, 1933. Southern California (*California quarterly of secondary education*, 9: 81, October 1933)

849. Bolton, Helena C. A selective digest of recent trends in the teaching of senior high-school written composition. Master's 1933. Ind.St.T.C. 78 p. (Abstract in: *Indiana State teachers college. Teachers college journal*, 4: 293-94, July 1933)

Attempts to compile a digest of selected articles published in 1931 and 1932 on the general subject of written composition in the senior high-school, and to prepare a convenient index of this selective reading list for the use of composition teachers in the senior high-school.

850. Bontrager, O. Ray. An experimental appraisal of pupil control as a factor in the grade placement of certain items of punctuation. Doctor's, 1933. Iowa. Iowa City, University of Iowa, 1934. (In *Research studies in elementary school language* no. 1: 33-62. University of Iowa studies, new series, no. 271. *Studies in education*, vol. 9 no. 2)

Studies the technical vocabulary, the main ideas involved in the statement, and the grammatical variations included in the application of punctuation rules. Seeks to determine whether or not certain of these variations can be ranked in the order of their relative difficulty on the basis of pupil performance on specific tests, whether or

not the order of specific difficulty remains the same from grade to grade, the extent to which errors persist from grade to grade, and how the items are being taught.

851. Brainerd, Helen A. A course of study in pre-third grade language skills. Master's, 1933. Iowa. 100 p. ms.

852. Brandenberger, Elsa. A survey of the principles and practices of the teaching of composition in the senior high-school. Master's, 1933. Cincinnati.

853. Burdine, Dorothy. Vocabulary of children's letters. Master's, 1933. Colo.St.T.C.

854. Cabanatan, Saturnino I. Vocabulary burden of eighth grade English textbooks in the public high-schools of the Philippine Islands. Master's, 1932. Michigan. 145 p.

Finds that the book used in the Philippine schools has a more difficult vocabulary than that of the typical book for use by American children, although English is foreign to the Philippine children.

855. Campbell, Jean. A controlled experiment in capitalization. Master's, 1933. Miami. 64 p. ms.

856. Castleberry, Mrs. Martha Anna. The history of the teaching of oral English in Texas colleges. Master's, 1933. Texas.

857. Chapman, Martha Gertrude. English composition according to the English Journal (1912-1932). Master's, 1933. Peabody. 98 p. ms.

858. Cline, Estelle Smith. Scales for the grading of English compositions. Master's, 1933. Cincinnati.

859. Coffroth, Olive W. A study in punctuation. Master's, 1933. West Va. 60 p. ms.

Studies the practices in the use of the comma as reflected in college freshman themes.

860. Collins, Louise. Relations of ratings obtained in high-school English courses to each other and to ratings obtained in first-year college English. Master's, 1933. N.Y. St. Coll. for Teach.

861. Crose, Grace. Objective determination of theme topics. Master's, 1933. Colo.St.T.C.

862. Cutlip, Ralph Vincent. Methods in assigning and marking compositions. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 82, October 1933)

863. Daniels, Blair Ellsworth. The effect of specific practices upon correctness in use of certain irregular verb forms. Master's, 1932. Temple. 34 p. ms.

864. Denniston, Olive N. L. A renaissance in high-school composition through creative writing. Master's, 1932. Boston Univ. 74 p. ms.

Data were secured from 30 high-schools in 23 cities in 17 states, and from current periodicals and books on creative writing.

865. Eatherton, Amelia S. U. Investigation relating to the organization and methods of large classes in English composition. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 83, October 1933)

866. Esslinger, R. W. An evaluation of the instructional effects of a specific type of language drill material. Master's, 1933. Iowa. 54 p. ms.

867. Eurich, Alvin C. Explication in freshman English. English Journal (college ed.), 23: 304-307. April 1934. (University of Minnesota)

868. ——— Measuring the outcome of instruction in freshman English. Minneapolis, University of Minnesota, 1933. 10 p. ms.

869. ***Forester, John J.** Differences between typed and handwritten elementary school narrative compositions. Doctor's, 1933. New York. 98 p. ms. Analyzes 4,440 compositions written by 220 third, fourth, fifth, and sixth grade children from November 1932 through April 1933, as to differences in length, spelling, sentence structure, vocabulary and general merit. Finds significant differences in favor of handwriting group in vocabulary, ability to use complete sentences, and punctuation.
870. **Fossum, Ernest.** A study of the speech needs and abilities of high-school pupils. Master's, 1933. Iowa.
871. **Friest, Thomas I.** An analysis of pre-third grade language instruction. Master's, 1933. Iowa. 113 p. ms.
872. **Gamble, John Chambers.** A study of the technical errors in Filipino students' written English composition. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 373-74)
Studies the errors in written English composition of tenth grade Filipino students.
873. **Gillespie, Frederick C.** A comparison of the validity of technical English tests with the mistakes made by pupils in English themes. Master's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 8: 327-28)
Seeks to determine the extent to which tests in technical English usage tested students in their learning difficulties.
874. **Greenspan, Max.** An investigation of actual composition practices among teachers rated excellent by their principals. Master's, 1933. Coll. of the City of N.Y. 124 p. ms.
875. ***Gunn, Mary Agnella.** A technique for improving basic skills in English in high-school. Doctor's, 1933. Iowa. Iowa City, University of Iowa, 1934. 40 p. (University of Iowa studies, new series, no. 266. Studies in education, vol. 8, no. 7)
Attempts to construct a technique for improving equipment in the three basic skills in English, correctness, reading and vocabulary; -to verify the practicability of the procedure by testing its effectiveness in the University experimental school.
876. **Halter, Egin.** A check list of fundamental acquirements essential to effective oral inter-communication. Master's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 8: 331)
Lists the attitudes, abilities, and skills necessary to the teaching of oral English.
877. **Haney, Gladys J.** Punctuation usages in the written work of certain rural school children. Master's, 1933. Iowa. 56 p. ms.
878. **Harris, Mattie Marie.** The teaching of English composition in junior high-schools. Master's, 1933. Texas.
879. **Hay, Jean Webster.** The effect of drill upon five units of eighth year English grammar. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 380)
880. **Helbig, Esther.** An inventory of written language topics. Master's, 1933. Iowa.
881. **Hill, Sallie H.** The improvement of written composition through thought-preparation. Master's, 1932. Stanford. 64 p. ms.

882. Hinchman, Florence M. A plan for teaching a socially useful course in English to a dull ninth grade. Master's, 1933. Wisconsin.

883. Hobbet, Mary A. Relative quality of written products in language and content subjects. Master's, 1933. Iowa. 116 p. ms.

884. Horton, Edith Mae. A study of the integration of English with pupil needs and experiences. Master's, 1933. Tennessee. 98 p. ms.

885. Hoyman, W. H. An analysis of class room language activities. Master's, 1933. Iowa. 66 p. ms.

886. Johnson, Burges and Hartley, Helene. An outline of an inquiry now being made at Syracuse university into the methods, purposes and effectiveness of the training of college freshmen in written composition. Syracuse, N.Y., Syracuse university, 1933. 42 p.

Describes an experiment using three distinct groups of students equivalent in ability and preparation in English, as measured by composite scores on two objective tests administered to the entire freshman class at the beginning of the year.

887. Kaden, Vera C. On what would the University of Illinois teachers of freshman rhetoric classes place greater emphasis if the teaching of high-school English composition if they were high-school teachers? Urbana, University of Illinois, 1933. 7 p. ms.

888. Kantzer, Margaret. The American mind, the American novel, and the English teacher. Master's, 1933. Ohio. 95 p. ms.

Implies that the teacher must select his materials in terms of the interests, tastes and abilities of his pupils, and must take the child beyond the level at which he found him.

889. Kelly, Sister Gregory. High-school remedial English. Master's, 1933. Oregon. 65 p. ms.

890. Kiefer, Mildred. Some developmental lessons in first grade language. Master's, 1933. Iowa. 387 p. ms.

891. Kim, Kathryn T. The aims and objectives of the teaching of English in secondary schools and junior colleges as revealed by an analysis of 100 textbooks. Master's, 1932. Michigan. 58 p.

Compares books published from 1910-1920 with those published from 1921-1932. Books classified as composition showed a decided trend from formal structure and theory toward increased emphasis on socialization of instruction. Those classified as literature stressed the pupils' knowledge of the growth and content of literature.

892. Kokhba, Mosheh. Interest patterns in compositions of fifth grade pupils in American and Palestinian elementary schools. Doctor's, 1933. T.C., Col. Univ.

Attempts to discover and compare the writing interests of fifth grade elementary school pupils in New York City with those of pupils of the same grade in the Hebrew schools in Jerusalem, Palestine; to compare the writing interests of the Jewish pupils in those cities with those of the non-Jewish-American pupils; to find out to what extent chronological age, mental age and IQ are factors in determining the writing preferences; and to determine whether pupils of the fifth grade are consistent in their writing preferences and to what extent their expressions of interest are reliable.

893. Lane, Laura B. A study of verse-making as an exercise in creative education. Master's, 1933. Kansas. 65 p. ms.

Surveys recent literature in the field of creative writing and studies current practices in 25 Kansas high-schools by means of a questionnaire.

894. Layne, Ruth. The place of English in the integrated elementary school curriculum. Master's, 1933. Cincinnati.

895. Leonard, J. Paul. Functional grammar: what and where? English Journal (high-school edittjon), 22: 729-35, November 1933. (College of William and Mary)

Examines the 12 existing investigations of importance on the determination of the items of functional grammar, and presents a cycle arrangement of grammar for the four years of the high-school.

896. McSloy, Lois. A study of the speech situation in the Evanston township high-school, 1930-31, 1931-32. Master's, 1933. Northwestern. ms.

897. Manges, Amy O. A comparison of methods of teaching sentence-mastery. Master's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 8: 351-52)

898. Miller, Grace E. The subjunctive mood in modern English. Master's, 1933. Michigan. 91 p. ms.

899. Mitchell, Guy C. A program for teaching English in the senior year of Louisiana high-schools with special reference to the Morrison philosophy. Master's, 1933. Louisiana.

900. *Musgrave, Sarah Florence. General trends in the English curriculum for the subnormal child in the high-school. Master's, 1932. New York. 90 p. ms.

Attempts to present a summary of the general trends in the English curriculum for the subnormal child in the high school; to show the results of a more intensive study of the curriculum of Dallas, Texas; and to evaluate the findings in the light of opinions expressed by educators regarding a curriculum for subnormal children.

901. Nair, Bertha V. Stimulating thought and desire for communication. State teachers college, Clarion, Pa. Elementary English review, 11: 71-74, March 1934.

Studies the immediate aims for composition teaching in the elementary grades, secondary schools and colleges.

902. Nielsen, Florence Jennie. A study of the relationships of the English of sophomore English themes to that of papers written for other subjects. Master's, 1933. Utah St. Agr. Coll.

903. Obermann, Margaret H. A study of the degree to which the written vocabulary of children has been determined. Master's, 1933. Iowa. 292 p. ms.

904. Odell, Dorothy Lancaster. The effect on pupils' sentence structure of systematic practice in composing original sentences. Master's, 1933. Chicago. 65 p. ms.

Examines sentence structure in 60,000 words of theme material written by high school juniors. Direct, systematic practice in using certain constructions in original sentences is not an easy method to use, but it has more influence on the pupil's sentence structure than does the study of the grammatical constructions of work of proofreading exercises.

905. Pierce, Adolph K. A technique of study in sixth grade language. Master's, 1932. Wisconsin.

906. Pregler, Hedwig O. A study in self appraisal in English composition. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 435-36)

907. Proffitt, Goldie Bernice. The errors of junior high-school pupils in written composition. Master's, 1933. Arizona.

908. **Rann, Emery Luvell.** The status of English in Johnson C. Smith university. Master's, 1933. Wittenberg. ms.

909. **Ray, Edward M.** Is formal grammar necessary in the high-school? Master's, 1932. West. Ky. St. T.C.

910. **Roberts, Hugh S.** Relation of excellence in composition to certain factors. Master's, 1933. Temple. 91 p. ms.

Finds that practically no relation exists between chronological age and excellence in composition. Grade in school was significant in predicting degree of excellence.

911. **Roney, Guy Joseph.** An English curriculum for a six-year junior-senior high-school. Master's, 1932. Stanford. 181 p. ms.

912. **Schrack, Flora.** Methods of teaching composition for clear thinking. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 87, October 1933)

913. **Scott, Margaret Mariah.** The vestiges of the subjunctive mood in contemporary literature. Master's, 1933. Colo. St. T.C.

914. **Shamleffer, Hazel Grace.** A survey of the teaching of speech in the secondary schools in Kansas. Master's, 1932. Northwestern.

915. **Smallidge, Clara B.** To determine the effectiveness of teaching English composition by means of model writing plus related techniques as compared to the methods of continuous writing. Master's, 1932. Michigan. 56 p.

916. **Smith, Rupert Hawley.** The relation of interest to success in secondary school language. Master's, 1933. N.Y. St. Coll. for Teach.

917. **Sniatecki, Brother Hyacinth.** Principles underlying the formation of a procedure for the teaching of functional grammar. Master's, 1933. Notre Dame. 55 p. ms.

918. **Stadtlander, Elizabeth Louise.** Adjectives used by elementary school children. Master's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 8: 272-73)

Investigates the number and quality of adjectives used by children in the elementary grades, the relationship between the descriptive vocabulary of children of foreign and of American parentage, and the relationship between adjectival vocabulary and intelligence.

919. **Stensaas, William McKinley.** The organization of instruction in English in certain American universities and junior colleges. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 87, October 1933)

920. **Vanderstoep, Richard.** The control of the mechanics of written composition by high and low IQ pupils in a fifth grade. Master's, 1933. Iowa. 79 p. ms.

921. **Varian, Jean Philip.** A study of the relation between the subjects of English and mathematics. Master's, 1932. Denver. 84 p. ms.

A questionnaire was developed and given to the pupils in the June 1932 graduating class of North high-school, Denver, to determine the relation of ability in English and mathematics by a correlation of the marks obtained by the classes of 1931-1934.

922. **Vogel, Herman L.** An analysis of a check list used in measuring the preferences of sixth year pupils in written composition. Master's, 1933. Coll. of the City of N.Y. 45 p. ms.

923. **White, Carl E.** Semantic variations in oral and written vocabularies. Master's, 1933. Iowa. 196 p. ms.

924. **White, Stanley Van Vliet.** Theories of meaning in the teaching of English. Master's, 1933. Boston Univ. 108 p. ms.

925. **Withrow, Faye.** Diagnostic and remedial teaching in English composition. Master's, 1933. Washington. 92 p. ms.

Attempts to determine whether individual teaching based on diagnostic findings will be more beneficial than group teaching in remedial composition. The class taught by the former method made conclusive gain over the control or group-taught class in all items of skill, mechanics and composition. The gains in composition were greater than those in mechanics.

926. **Wolter, Hugo W.** Correlation between early English training and later ability in English. Master's, 1933. T.C., Col. Univ. 11 p. ms.

Studies 135 students at Concordia collegiate institute, Bronxville, N.Y., and finds that there is a definite positive correlation between the language training given a child before the age of six and his later ability in the use of the English language.

LITERATURE

927. ***Ambrose, John Francis.** The influence of John Greenleaf Whittier's Quaker belief on his poetry. Master's, 1933. Boston Univ. 107 p. ms.

Shows that the Whittier family were Quakers; gives some of the fundamental tenets of the Quaker beliefs, and shows how these doctrines were embodied in his poetry.

928. **Beck, Julia Woolfolk.** "Smoky Pegasus": a study of some aspects of the influence of the machine age on contemporary American poetry. Master's 1932. Hawaii.

929. **Bell, Nathan.** Teaching Shakespeare in senior high-school. Master's, 1933. Boston Univ. 76 p. ms.

930. **Bulger, Katherine.** The social background for the study of literature, 1300 to 1600. Master's, 1933. Colo. St. T.C.

931. **Caldwell, Dorothy Anderson.** A critical bibliography of literature to be read to and with children in the elementary grades. Master's, 1933. Okla. A. & M. Coll.

932. **Carman, Eunice Gertrude.** American literature in the secondary schools of America. Master's, 1933. Texas.

933. **Clemente, Anna Amelia.** Stories from Dante for high-school students. Master's, 1933. Marywood. 65 p. ms.

934. ***Cook, Thomas B.** A plan to reduce the time generally used to teach high-school literature assignments, in order to include more modern or related literature in the English curriculum. Master's, 1932. New York. 41 p. ms.

Data indicate that knowledge and appreciation of literature may be given high-school students in less time than educators commonly believe necessary, and that the present high-school English curriculum can be extended to include more modern literature.

935. **Dean, Marie.** An evaluation of extensive and intensive methods of teaching poetry. Master's, 1933. Chicago. 143 p. ms.

Studies contrasting teaching methods for securing comprehension and appreciation of poetry with tenth-grade pupils of superior ability, and finds that the extensive-reading method is more effective in achieving the aims of instruction in literature than the intensive-study method.

936. **Fultz, Dessa McNeill.** Procedures used in telling stories to children. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 88, October 1933)

937. **Glutsch, Helen E.** The attitude toward adults in children's literature. Master's, 1933. Coll. of the City of N.Y. 61 p. ms.

Finds that adults are more favorably treated than otherwise in children's literature.

938. Gocher, Alice Menoher. The use of a study guide in teaching high-school literature. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 377-78)

939. Gould, Clara W. H. Recent biography: an analytical study with a view to determining the essential similarities and differences in subject material and treatment in modern biographical writing for adults, young people in the ninth school grade, and children below ninth grade. Master's, 1932. Western Reserve.

940. *Gray, Orrelle Julia. The spirit of Maine in song and story. Master's, 1933. Boston Univ. 74 p. ms.

Studies the history of Maine through song and story, and also studies early American literature.

941. Hunter, Anne Sophia. A theme analysis of required literary selections from the course of study in Illinois senior high-schools. Master's, 1933. Denver. 82 p. ms.

Attempts to determine the specific themes of required literary selections and to evaluate these themes as a means of social development. As a working basis 100 selections were chosen as being common to all schools and were grouped according to type.

942. Jones, Marie Elizabeth. Types of literature functional for high-school students of low IQ. Master's, 1933. T.C., Col. Univ. 67 p. ms.

Finds that the teaching of literature today, if it is to be functional for living, needs to be more closely related to the reading interests of well-defined groups and to be more scientifically based upon a sociological analysis of the types of lives and the resultant needs of each group.

943. *Krise, Nelle M. Oriental poetry suitable for American schools. Master's, 1932. New York. 134 p. ms.

Attempts to select poetry of China, Japan and Korea which is suitable for American secondary schools.

944. Liggett, Walter Stewart. The "Tristram" of E. A. Robinson and its predecessors. Master's, 1933. Temple. 162 p. ms.

945. Long, Herbert C. The religious, moral, and social content in high-school English literature. Master's, 1933. Chicago. 100 p. ms.

Examines, line by line, 5 anthologies representative of the poetry, essays, short stories, and short drama studied in high schools for religious, personally ethical, and socially ethical content.

946. Lowenburg, Sara. The spiritual element in modern American poetry. Master's, 1933. Temple. 103 p. ms.

947. McKenna, Sister Mary Loretto. History of the religious lyric in middle English. Master's, 1933. Boston Coll.

948. MacKinney, Gerald B. The enrichment of the high-school English literature course through a corpus of specialized discussion materials. Master's, 1933. Fordham.

949. *McLain, Adelaide Reba. The cultural content of some pieces of Spanish literature less widely used in the high-schools of New York City. Master's, 1933. New York. 79 p. ms.

Evaluates 15 texts used in the high-schools in the light of the two cultural objectives of modern language teaching and finds that few pieces of literature—and none of the masterpieces—are adequately measured in such a count.

950. **Mains, Frances Virginia.** Extensive reading in literature for pupils of low ability in English. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 90, October 1933)

951. **Mann, Gertrude Ellen.** Intellectual, emotional, and social growth through the English studies. Master's, 1933. Ohio. 220 p. ms.

Sets up the need for intellectual, emotional, and social growth, and shows how this growth may be secured by the pupil through a reorganized and properly presented study of literature and composition.

952. **Martin, Mrs. Grace.** The appreciation of poetry in the junior high-school. Master's, 1933. West Texas St. T.C. 140 p. ms.

953. **Mattingly, Sister Anna Louise.** Fostering poetic appreciation in childhood. Master's, 1933. Boston Coll.

954. **Means, Mrs. Elva Fischer.** Tennyson's "Gareth and Lynette" as a seasonal myth edited for high-school students. Master's, 1933. Okla. A. & M. Coll. 105 p. ms.

955. **Mechlin, Francis.** An improved type of objective question in testing knowledge of character in "Hamlet." Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 415-16)

956. **Miller, Georgia E.** Study of technique for developing comprehension of literature. Master's, 1933. Iowa.

957. **Peecher, Virgie.** The functions of literature and composition in liberating the intelligence of high-school pupils. Master's, 1933. Ohio. 254 p. ms.

Finds that the teaching of literature and composition are rich in materials which liberate intelligence and develop a wholesome philosophy of life.

958. **Price, Lessie Wright.** An analysis of the literary content of the English courses of the senior high-school as revealed by certain representative literature textbooks designed for grades 10, 11, and 12. Master's, 1933. Utah St. Agr. Coll.

959. **Rives, Fanny V.** The education of the Canterbury pilgrims. Master's, 1933. Cincinnati.

960. **St. Ambrose, Sister, of Milan.** Educational aims and their application in the teaching of English literature. Master's, 1933. Fordham. 94 p. ms.

961. **Sayres, Minta Evelyn.** A comparison of the pure pleasure and analytical methods of teaching literature. Master's, 1933. Washington. 197 p.

Describes an experiment in teaching children by the pure-pleasure and the character training or problem method, and finds little difference between the methods in results obtained, although the problem method holds the class to more uniform performance.

962. **Schmitt, Irene.** The relation of prose appreciation to test scores. Master's, 1933. Colo. St. T.C.

963. **Spencer, Robert B.** Literature, music and creative expression for the junior high-school. Master's, 1933. Stanford. 643 p. ms.

964. **Stevenson, Anna B.** The teaching of poetry to high-school students. Master's, 1933. N.Mex. Nor. Univ. 150 p. ms.

965. **Stokesberry, Marie B.** Twentieth century American criticism in the field of contemporary American poetry. Master's, 1933. Colo. St. T.C.

966. **Terpening, Lucy Lee.** Educational value of the red Indian contributions to American literature. Master's, 1933. N.Y. St. Coll. for Teach.

967. Troxler, Amy Rose. The content of introductory language courses in the junior high-school. Master's, 1932. Kentucky. 76 p. ms.

968. Wagner, M. Caldwell. Procedures used in teaching contemporary literature. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 88. October 1933)

969. Walsh, Margaret. Comparative values of free, informal reading and assigned, formal reading as a method of teaching literature. Master's, 1933. N.Y. St. Coll. for Teach.

970. Westbrook, Jennie M. An evolution of anthologies of American literature used in secondary schools. Master's, 1932. Arizona.

971. Willingham, Sara Frances. The selection of poetry for children in the early elementary grades. Master's, 1932. Alabama. 117 p. ms.

972. Wolzmath, Allene Margaret. The social backgrounds for the study of English literature, 1400 to 1485. Master's, 1933. Colo. St. T.C.

FOREIGN LANGUAGES

CLASSICAL LANGUAGES

973. Austin, Lucy Estelle. A study of the characters in Cicero's dialogues emphasizing the principles of character selection. Doctor's, 1932. North Carolina.

974. Bacon, Fern Gladys. The relation of student and teacher reaction to Latin. Master's, 1933. Denver. 69 p. ms.

: Shows that the majority of students ranked Latin toward the bottom of the scale of liked subjects; its chief value to students was in its relation to modern language, content of the subject and disciplinary objectives; students from different schools reacted differently in their evaluation of Latin; few indicated that they cared to continue the study of Latin in college; students and teachers agreed in their evaluation of Latin in only two reactions.

975. Bantly, Gladys M. A study of errors in beginning Latin. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 335-36)

976. Bowmer, Dorothy. Pliny's letters as secondary Latin. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstract of theses, researches in progress, and bibliography of publications, 9: 540-41).

977. Caver, Edith. Vergil's mastery of the simile considered in relation to Homer. Master's, 1933. Peabody. 125 p. ms.

978. Clawson, Mary Cathryn. The study of Latin in the junior high-school. Master's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 8: 432)

979. Cusack, Matthew George. A vocabulary study of Caesar's "Gallic war", I-IV. Master's, 1933. T.C., Col. Univ. 53 p. ms.

Examines the vocabulary of Caesar's Gallic war and gives special attention to the words of the College entrance examination board word list for the first year.

980. *Davis, Frank E. Determining the probable success of students in Latin. Master's, 1933. New York. 92 p. ms.

Studies records of students in Latin and finds that the IQ can not be depended upon to measure probable success in Latin.

981. Fortner, Bertha C. An outline of material for teaching some of the historical cultural objectives of secondary Latin. Master's, 1933. T.C., Col. Univ. 87 p. ms.

982. **Cahs, Mary E.** An investigation of civic, skill and informational values of high-school Latin. Master's, 1933. Cincinnati.

983. **Haage, Catherine M.** Tests of functional Latin for secondary school use based upon the recommendations of the Classical investigation. Doctor's, 1932. Pennsylvania. Philadelphia, University of Pennsylvania, 1932. 192 p.

Attempts to construct standardized achievement tests in functional secondary school Latin that will be valid for testing the attainment of the immediate objectives set up by the Classical investigation, namely, the progressive development of the ability to read and understand Latin, through an increasing mastery of the elements of language: vocabulary, forms and speech feeling.

984. **Haworth, Lola Marguerite.** Methods of correlating Latin with practical life. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 84, October 1933)

985. **Haynes, Laurine.** The collation of a manuscript of Cicero's "De Officiis" in the library of the University of North Carolina. Doctor's, 1932. North Carolina.

986. **Heinrich, Virginia Elizabeth.** An analysis of the professional literature relating to the teaching of Latin. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 84, October 1933)

987. **Henry, Chester P.** Some facts concerning 100 high-school pupils who elected four years of Latin, mathematics, or science. Master's, 1932. Michigan. 74 p. ms.

Finds that the 100 pupils from Flint high-school who were studied, were ambitious and had definite educational objectives, were interested in biography and history, had not participated in athletics; that the Latin students received higher marks than mathematics and science students, and that the Latin and mathematics students were of more than average intelligence.

988. **Hynes, Patrick Francis.** Caesar's "Gallic wars" meets the objectives of second-year Latin. Master's, 1933. Boston Coll.

989. **Kittelson, Ward.** The effect of the study of Latin upon English vocabulary, spelling and grammar. Master's, 1933. Minnesota. 74 p. ms.

990. **Marie Teresa, Sister.** A study of the conceptual values of the content of the high-school Latin curriculum. Master's, 1933. Cincinnati.

991. **Miller, Belle C.** Historical and cultural background for the first three semesters in the study of Latin. Master's, 1933. Ind.St.T.C. 151 p. (Abstract in: Indiana State teachers college. Teachers college journal, 4: 292-93, July 1933)

Attempts to determine in what ways authors of recent texts for the use of students in beginning Latin are endeavoring to develop the historical and cultural aims in the teaching of the subject.

992. **Olson, Clara McDonald.** Purposeful activity in Latin classes in the Gainesville high-school. Master's, 1933. Florida. 314 p. ms.

993. **Pettit, Freda Inez.** The vocabulary burden of 18 Latin poets. Master's, 1933. Ohio. 68 p. ms.

994. **Rankin, Wilhelmina.** The supplementary history in Caesar. Master's, 1933. New York. 169 p. ms.

Considers the quoted references from Caesar comprising the "supplementary history," and compiles comments from other sources defining and amplifying the facts of this supplementary history.

995. **Rifenberick, Verna M.** Relations of Greek word roots and third year Latin vocabulary. Master's, 1933. Pittsburgh. (Abstract in: University of

Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 441-42)

996. Shaffer, Lysle P. An experiment in the direction of study in ninth grade Latin. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 450-51)

Compares the use of the subject plan with the contract plan in the teaching of Latin.

997. Sheriff, Helen McNeely. Experiences in Roman archaeology as a means of supplementing formal Latin teaching. Master's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 8: 368-69)

998. Snyder, Walter F. The influence of two years of high-school Latin on pupil vocabulary difficulties in American history. Master's, 1933. West Virginia. 55 p. ms.

Attempts to determine objectively the extent to which two years of high-school Latin can be expected to assist a pupil in acquiring a passive knowledge of difficult words in American history. Data indicate a significant transfer value from the study of Latin to English vocabulary, suggesting that Latin should be given as early in the high-school curriculum as possible.

999. Streeter, Isabella Crane. The application of Latin to the understanding of certain Latin elements in English. Master's, 1933. Boston Univ.

1000. Swan, Reginald Lefrand. The value of codices M, P, Y, in the construction of an accurate text of Virgil's "Aeneid." Master's, 1933. N.Y. St. Coll. for Teach.

1001. Wells, Mrs. Mary W. The status of Latin in Kentucky. Master's, 1932. West. Ky. St. T.C.

1002. Whaley, Isabelle. Achievements of a group of superior Latin students. Master's, 1933. N.Y. St. Coll. for Teach.

1003. Woods, Wadleigh W. A Latin prognosis test. Master's, 1933. New Hampshire. 30 p. ms.

MODERN LANGUAGES

1004. Bernstein, Rose. An investigation into the applicability of motion pictures to modern language instruction. Master's, 1933. Coll. of the City of N.Y. 67 p. ms.

Finds that the motion picture has been used and found successful in the teaching of the cultural aspects of foreign language study; that little has been done with it in the linguistic aspects; that more and better scientific investigation is needed; and that teachers and picture producers generally have had little experience in the use of film in the classroom.

1005. Burns, Mary Power. Devices to interest junior high-school pupils in the study of French. Master's, 1933. Boston Univ.

1006. Bussard, Dorothy K. and Mathews, C. O. First aid for French clubs. Modern language journal, 17: 444-52, March 1933. (Ohio Wesleyan university)

Professional literature, inquiries to modern language service bureaus and a questionnaire to sponsors of French clubs in certain Ohio high-schools served as sources for compiling some of the suggestive aids.

1007. Curtis, Adrienne C. The French press—use of periodicals in the class. Master's, 1932. T.C. Col. Univ. 36 p. ms.

1008. **Dauber, Max.** Dramatic production in the foreign language work of the New York City high-school. Master's, 1933. Coll. of the City of N.Y. 55 p. ms.

Finds that dramatic production is a positive factor in the work of the language departments in the New York City high schools, that there is a lack of uniformity in the methods of play group organization and supervision, and that there is need for greater familiarity with specific play elements and techniques.

1009. **Dickenson, Margaret Crowley.** A comparison of vocabularies of second year college French classes. Master's, 1932. Peabody. 40 p. ms.

Compares the active-passive vocabularies of students who have had two years of high school French with those who have had one year of college French, to determine whether the two year high-school group had reached the same level of achievement as the one year college group. Finds that the two year high-school group as a whole excelled the one year college group.

1010. **Duchan, Bertha J.** Dispensable grammar in a two-year French course. Master's, 1933. Coll. of the City of N.Y. 59 p. ms.

Data indicate that if the vocabulary and idiom are known, students manage to extract the thought from the printed page; for a 2-year reading course the amount grammar contributes to reading ability is small. A passive or recognition knowledge of infrequent forms is sufficient.

1011. **Berrier, Marie Rose.** Laboratory exercises for the "Shorter French course" by Fraser and Squirrel. Master's, 1933. Peabody. 40 p. ms.

1012. **Finkelman, Milton.** A content change in intensive reading for fourth year French in the New York City high-schools. Master's, 1933. Coll. of the City of N.Y. 86 p. ms.

1013. **Fishman, William.** Comparison of Goethe's "Gotz von Berlichingen" with Kleit's "Michael Kohlhaas." Master's, 1933. Boston Univ. 48 p. ms.

1014. **Goodwin, Kathryn.** The cultural material to be found in 20 Spanish textbooks in common use in high-school. Master's, 1933. Northwestern. ms.

1015. **Guerra, Emilio L.** An analysis of the textbooks in Spanish grammar in use in the high-schools of the City of New York. Master's, 1933. Coll. of the City of N.Y. 185 p. ms.

1016. **Hall, Herman Edward.** A study of the vocabularies of first year basic French grammars and second year basic reading texts. Master's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of these researches in progress and bibliography of publications, 8: 330)

1017. **Harvey, Ada Jane.** The frequency of errors in students' French compositions as indicated by the College entrance board examinations. Doctor's, 1932. New York. 143 p. ms.

Represents an accurate count of errors made in the composition exercises of a large number of official examination papers, and contributes analytical interpretations of the data found.

1018. **Johnson, Laura B., Hinderman, Roy A. and Ryan, H. H.** Language transfer. Journal of educational research 26: 579-84, April 1933. (University of Wisconsin)

1019. **Johnson, William E., jr.** A comparative vocabulary study of French, Spanish and English. Master's, 1933. Peabody. 187 p. ms.

Of the 6,000 words studied, 2,958 were sufficiently alike in their French and English form to be easily recognized by a person familiar with only one of the languages, of the 6,000 words studied in their French and Spanish forms, 2,554 were sufficiently alike to be easily recognized.

1020. **Kimball, Leslie Lee.** The objectives and content of French in the high-school. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 85, October 1933)

1021. **Kuehner, Kenneth G.** A study of the verb vocabulary of basic first year French grammars and second year French reading texts of secondary schools. Master's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstract of theses, researches in progress, and bibliography of publications, 8: 346)

1022. **Lansberry, Hazel M.** Case studies of 25 tenth grade maladjusted students in beginning French. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstract of theses, researches in progress, and bibliography of publications, 9: 400-401)

1023. **McElroy, Howard C.** Some characteristics of first year French texts. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 411-12)

1024. **Malek, Nelly Oxina.** An analysis of objective investigations relating to the teaching of modern foreign languages. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 90, October 1933)

1025. **Mischel, Samuel.** The vocational value of a knowledge of modern foreign languages in New York City. Master's, 1933. Coll. of the City of N.Y. 52 p. ms.

Finds that 576 persons were employed by 76 firms because of their knowledge of languages. The languages were ranked in the following order for vocational value: Spanish, French, German, Italian.

1026. **Munselle, Beryl J.** The reading method of teaching modern languages. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 86, October 1933)

1027. **Nashorn, Henry.** The culture-content of German readers in the high-schools of the City of New York. Master's, 1933. Coll. of the City of N.Y. 146 p. ms.

1028. **Neuschatz, Marie K.** The comparison of the amount of French cultural information possessed by French and non-French students. Master's, 1933. Coll. of the City of N.Y. 94 p. ms.

Shows that students who had studied French for 8 years showed distinct superiority over those who had never studied it; that after two years study of French, students did little better than those who had never studied it; that a comparison of Spanish, German and Latin students who had not studied French, showed no one language group superior to the other in knowledge of French culture; and that the amount of French cultural information possessed by students of French was not affected by the study of a second foreign language.

1029. **O'Connell, Rev. Geoffrey.** The educational significance of the Gaelic language revival. Masters', 1933. Catholic Univ. 82 p. ms.

1030. **O'Neil, Angela Frances.** The effect of a preliminary course in junior high-school on achievement in French in senior high-school. Master's, 1933. Brown. 34 p. ms.

1031. **Oxley, Ruth Marion.** Teaching elementary-Spanish through extensive reading. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 86, October 1933)

1032. **Pell, Carroll L.** Extent of active-passive French vocabulary in Virginia high-schools. Master's, 1933. Peabody. 85 p. ms.

1033. **Rion, Annie Belle.** The gradation of six French texts according to vocabulary difficulty. Master's, 1933. Peabody. 58 p. ms.

1034. **Satin, Amelia.** A critical evaluation of free composition in the teaching of German. Master's, 1933. Coll. of the City of N.Y. 87 p. ms.

1035. **Shonfeld, Sadie S.** Non-essentials in the teaching of German subjunctive with reference to the reading objective. Master's, 1933. Coll. of the City of N.Y. 80 p. ms.

1036. **Tamborra, J.** Why study modern foreign languages? The French review, 6, March 1933. (University of North Dakota)

1037. **Tejera, Carmen Gomez.** Programas de la Legencia Espanola para Escuelas Elementales. Rio Piedras, University of Puerto Rico, 1933.

1038. **Wengraf, William L.** The applicability of German songs in teaching German in junior and senior high-schools. Master's, 1933. Coll. of the City of N.Y. 111 p. ms.

1039. ***Williams, Millie L.** A study of 100 border line pupils in French in the White Plains senior high-school to determine the effects of failure and promotion in French. Master's, 1932. New York. 28 p. ms.

Data indicate that the problem must be decided for each individual pupil.

1040. **Wise, Margaret Janelle.** Evaluation of six French books. Master's, 1933. Peabody. 85 p. ms.

1041. **Wolfson, Sarah.** An experiment in silent reading in fourth term French. Master's, 1933. Coll. of the City of N.Y. 68 p. ms.

1042. **Yarbrough, Leta.** A comparative study of Castiglione's "Il Cortegiano," Bude's "De L'Institution du Prince," Elyot's "The Governour," and Villalon's "El Scholastico." Master's, 1933. Texas.

1043. **Young, Josephine A.** Deriving practical instruments for predicting success in high-school French. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 406)

Studies five measures of prognosis and three measures of achievement which were applied to approximately 100 pupils in secondary schools of Johnstown, Pa.

MATHEMATICS

1044. **Anderson, Muriel Caroline.** On the distribution of the student ratio for the samples of five items drawn from a certain non-normal distribution. Master's, 1932. Iowa.

1045. **Beck, Hildegarda.** An analysis of the relative achievement in mathematics of slow and fast groups at the junior high-school level. Master's, 1933. Michigan. 77 p. ms.

1046. **Best, Jessie E.** Factors relative to achievement in college freshman mathematics at Washington university. Master's, 1933. Washington Univ. 67 p. ms.

1047. **Billings, M. L.** Problem solving in different fields of endeavor. American journal of psychology, 46:259-72, April 1934. (Western Kentucky State teachers college)

1048. **Bolser, F. C.** Professional treatment of theory of equations. Master's, 1933. Peabody. 115 p. ms.

1049. Boyer, Frank Ellis. An experiment to determine the effect of cumulative teaching and testing in seventh grade mathematics. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 341-42)

Describes an experiment conducted in the Mt. Lebanon junior-senior high school during the school year 1930-31, to determine the effects of cumulative teaching and testing on the permanent fixation of mathematical facts and principles, and on the individual's power to see, understand, and use these facts and principles in the solution of practical mathematical problems.

1050. Breslich, Ernst R. The administration of mathematics in secondary schools. Chicago, Ill., University of Chicago press, 1933. 407 p. (University of Chicago)

Discusses the supervision of the department; a program of departmental testing and research; providing for individual differences; choosing the textbook; bases of determination of the aims and purposes of teaching mathematics; methods of selecting materials for teaching purposes; organization of the instructional materials of geometry; the organization of the content of algebra; the correlation of mathematical subjects; planning the teaching of a body of instructional materials; articulation of junior and senior high-school mathematics; and unified mathematics and the changing curriculum.

1051. *Brown, Ralph. Mathematical difficulties of students of educational statistics. Doctor's, 1933. T.C., Col. Univ. New York city, Teachers college, Columbia university, 1933. 64 p. (Contributions to education, no. 569)

Attempts to determine the mathematical concepts and skills likely to be called for in a beginning course in educational statistics, to measure the abilities of students of statistics with respect to certain of these skills, to ascertain the common mathematical difficulties of students of statistics, to indicate the relationship between mathematical ability and success in the statistics course, and to suggest measures for mitigating difficulties of a mathematical nature.

1052. Brune, Irvin Henry. Greek mathematics and modern teaching. Master's, 1933. Ohio. 174 p. ms.

Finds that the liberal philosophy of the Greeks pointed the way to modern progressive education, and that visual teaching by objects was historically the earliest type of teaching.

1053. Cornell, Chester A. The status of the Ohio high-school senior in mathematics. Master's, 1933. Ohio. 80 p. ms.

Deals with the attainments of Ohio high-school seniors in mathematics as shown by the 1932 scholarship tests.

1054. Cowger, Clifford. Mathematical recreations for high-school students. Master's, 1933. Colo.St.T.C.

1055. Crockett, Louisa Walker. The professional treatment of the theory of determinants. Master's, 1933. Peabody. 118 p. ms.

Attempts to develop a general technique for the treatment of subject matter in professional schools for the training of teachers.

1056. Douglass, Earl B. Some observations and data on certain methods of measuring the predictive significance of the Pearson product-moment coefficient of correlation. Journal of educational psychology, 25: 225-31, March 1934. (University of Minnesota)

Compares size of probable error of estimate and improvement of prediction over "chance" obtained from three different definitions of "chance" or "pure guess."

1057. Dresher, Richard. Problems of measuring and training vocabulary in junior high-school mathematics. Master's, 1933. Ohio. 67 p. ms.

1058. Fuller, Annie Ross. Specimen units in humanized high-school mathematics. Master's, 1932. Ala. Poly. Inst.

1059. Gilmore, Dorothy. An outline of content of seventh and eighth grade mathematics in the University junior high-school. Master's, 1933. Iowa. 143 p. ms.

1060. Hamilton, William A. To diagnose the difficulties encountered in mathematics as pupils enter seventh grade in the Grosse Pointe high-school. Master's, 1932. Michigan. 124 p. ms.

Analyzes the types of errors and difficulties of 50 boys and 50 girls and finds that the poor group made four times as many errors in addition and subtraction as did the high group.

1061. Harper, Robert A. An evaluation of specific instruction in the interpretation of graphic material. Master's, 1933. Northwestern. ms.

1062. Hayden, James Richard. Mathematics as an extracurricular activity. Master's, 1933. Boston Coll.

1063. Hearne, Allen. A preliminary investigation of the causes of aversion for mathematics. Master's, 1933. Stanford. 78 p. ms.

1064. Hendrix, Florence Mae. Graphs. Scranton, Pa., Marywood college, 1933. 31 p. ms.

1065. *Ingraham, William W. Mastery of certain mathematical concepts by pupils of the sixth, seventh, eighth, and ninth grades in an urban community. Master's, 1933. West Virginia. 73 p. ms.

Surveys prevailing conditions in the Williams district schools, Wood county, West Virginia.

1066. Lajoie, Paul Edwin. The correlation of mathematics in secondary education. Master's, 1933. Boston Coll.

1067. Lyons, Catherine A. V. An experiment to determine value in a study guide in learning eighth grade mathematics. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 404-405)

1068. McCluggage, Bessie Ellen. Improving the ability of problem solving. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 85, October 1933)

1069. McNerney, Francis Patrick. The principles underlying modern changes in mathematics teaching. Master's, 1933. Boston Coll.

1070. Mallory, Virgil S. A course in mathematics for pupils not going to college. Mathematics teacher, 25: 34-46, October 1932. (Columbia university)

Describes an experiment conducted in Elizabeth, Englewood, New Brunswick, Dover, Kearny, and Hasbrouck Heights in high-school mathematics planned to give pupils who are not going to college an interest in and knowledge of fundamentals of algebra, geometry, trigonometry, the use of a transit and a slide rule.

1071. Marlow, Mrs. Ebby Greer. The basic concepts of secondary mathematics in their curricular and instructional aspects. Master's, 1933. Claremont. 52 p. ms.

1072. Marshall, Charles Donald. The predictive value of junior high-school mathematics. Master's, 1932. N.Mex.Nor.Univ. ms.

1073. Marshall, Myra. A comparison of two types of eighth grade mathematical training. Master's, 1933. Fla. St. Coll. 68 p. ms.

Studies two types of training in four classes in eighth and ninth grades. Data indicate that it makes little difference at the end of the ninth grade, in knowledge of

either arithmetic or algebra, whether the pupils have had two months of introductory algebra followed by nine months of formal algebra, or two months of intensive drill in the fundamentals of arithmetic, stressing fractions and decimals, followed by eight months of formal algebra.

1074. **Masters, Harry V. and Upshall, C. C.** Table of probable errors for certain interpercentile ranges. Bellingham, Washington State normal school, 1933. 3 p. ms.

1075. **Monroe, W. S. and Stult, D. B.** The interpretation of the coefficient of correlation. *Journal of experimental education*, 1: 163-203, March 1933. (University of Illinois)

1076. ——— Standardization of statistical symbolism. *Journal of experimental education*, 1: 223-27, March 1933. (University of Illinois)

Lists nearly 100 symbols with corresponding specific definitions.

1077. **Oehler, James C., jr.** A proposed course in mathematics for a junior high-school. Master's, 1933. South. Methodist. 94 p. ms.

1078. ***Payne, Charles K.** An inquiry into the theory and applications of elementary statistical techniques in education. Doctor's, 1932. New York. 299 p. ms.

Compares theories and techniques of elementary statistics in education from the viewpoint of mathematics, pure and applied.

1079. **Reynolds, Charles William.** Professional treatment of differential equations. Master's, 1933. Peabody. 93 p. ms.

1080. **Roberts, Ethel M.** History of the elementary theory of equations. Master's, 1933. Peabody. 130 p. ms.

1081. **Shriver, Ruth.** The supervision of mathematics in the secondary schools. Master's, 1932. Illinois.

1082. **Shuler, Caroline Eucebia.** The professional treatment of freshman mathematics in teachers colleges. Doctor's, 1933. Peabody. Nashville, Tenn., George Peabody college for teachers, 1933. (Contribution to education, no. 115)

Attempts to determine the present status of freshman mathematics in teachers colleges, what its status should be, and means which might be used to accomplish the desired goals.

1083. **Skeen, Kenneth C.** An outline of a half-year course for seventh grade mathematics based on a survey of home budgeting. Master's, 1933. Kans. St. T.O., Emporia. 69 p. ms.

1084. **Striegl, Jessie M.** Creative expression in mathematics. Master's 1933. North Dakota.

1085. **Van Ulzen, Alka L.** A tentative course of study for the seventh and eighth years' work in junior high-school mathematics, meeting the needs of pupils of superior, average, and low abilities. Master's, 1933. Ind. St. T.O. 375 p. (Abstract in: *Indiana State teachers college. Teachers college journal*, 4: 281, July 1933)

Data were secured from an analysis of 16 sets of current textbooks in junior high-school mathematics; 80 courses of study chosen from various sections of the United States; and opinions of authorities in the field of mathematics.

1086. **Vian, John C.** The interpretation and application of four statistical concepts. Master's, 1933. Cincinnati.

1087. **White, Annabel Lightfoot.** Difficulties in mathematics of students entering junior high-school. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 91, October 1933)

1088. **Williams, Katherine.** A study of objectives for teaching the metric system in secondary schools. Master's, 1933. Cincinnati.

ARITHMETIC

1089. **Beas, Florence C.** The effect of rewording problems in arithmetic versus the use of a formula—including a list of errors made by pupils. Master's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 8: 307-308)

Compares the two methods of solving problems in arithmetic as used in the eighth grade of the Garfield junior high-school, Johnstown, Pa., during the first semester of the school year 1930-31. Data indicate that the rewording group made greater gains on all these than the formula group.

1090. **Brown, Eliza F.** Objective community check through what former pupils are doing on what commercial arithmetic to teach. Master's, 1933. Boston Univ. 41 p. ms.

1091. **Brunner, Raymond S.** The relation of certain factors to ability in arithmetic reasoning. Master's, 1933. Penn. State. 9 p. ms.

Examines the scores of 338 sixth grade pupils on the new Stanford achievement test in five tests to find the relationship existing between arithmetic reasoning and the other tests, and finds that there is a wide divergence in the reasoning and computation abilities in arithmetic, and that there is a large degree of correlation between arithmetic computation and arithmetic reasoning.

1092. **Burge, Lofton B.** The types of errors and questionable habits of work involved in the mechanics of multiplication. Doctor's, 1932. Michigan. 144 p. (Abstract in: University of Michigan. Abstracts of dissertations and theses in education, 1931-32. Monograph no. 2: 1-2)

Determines the type, frequency, and probable cause of the errors made and questionable habits of work used by children in their responses to exercises involving the mechanical aspects of multiplication.

1093. **Cantril, Nelson E.** Some influences of reading ability upon achievement in arithmetic. Master's, 1933. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1933: 12-13)
Data indicate a significant relationship between reading and arithmetical ability.

1094. **Coleman, Alice.** General suggestions for teaching arithmetic. Master's, 1932. T.C. Col. Univ. 12 p. ms.

1095. **Collar, Lovina.** Types of errors in addition of fractions. Master's, 1933. Detroit. 50 p. ms.

1096. **Craig, Beulah Beatrice.** The devices used in the teaching of decimals in the elementary schools. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 82, October 1933)

1097. **Douglas, Lawrence M.** An individual diagnostic study of pupil difficulties in the division of decimals. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 364-65)

Studies of 150 pupils whose grades were below the median grade of a group of 300.

1098. **Draper, Elizabeth Morton.** The development of the number system for high-school students. Master's, 1932. T.C. Col. Univ. 29 p. ms.

1099. Driscoll, Lucy E. A preliminary investigation of a graphic method of teaching percentage. Master's, 1933. Iowa. 55 p. ms.

1100. Engelhart, M. D. The relative contribution of certain factors to individual differences in arithmetical problem solving ability. *Journal of experimental education*, 1: 19-27, September 1932. (University of Illinois)

1101. Feld, Natalie. The status of mathematics in the sixth grade of the Rothenberg public school with implications of the status of sixth grade mathematics in the Cincinnati public schools. Master's, 1933. Cincinnati.

1102. Foote, Lewis F. The need and value of remedial arithmetic. Master's, 1933. New Hampshire. 83 p. ms.

1103. Green, Bert Daniel. The techniques used by superior and below average children in solving arithmetic problems. Master's, 1933. Northwestern. ms.

1104. Greene, Myrtle B. The possible extent for the development of concepts in other subjects through incidental problems of arithmetic. Master's, 1932. Michigan. 84 p.

An analysis of 150 elementary school papers of a Michigan city system indicates that a large amount of arithmetic was involved in various school situations, and also indicates the character and extent of these number situations.

1105. *Hamilton, Henry Alexander. A comparative study of the value of a workbook in teaching arithmetic in grades five and six. Master's, 1933. West Virginia. 119 p. ms.

1106. *Jordan, Nellie E. A study of the relative effectiveness of two types of practice material dealing with the primary addition and subtraction facts. Master's, 1932. New York, 72 p. ms.

Studies 746 children in grades three to eight, of whom 196 were in the Potsdam demonstration school and 547 in the Massena public schools.

1107. *Kramer, Grace A. The effect of certain factors in the verbal arithmetic problem upon children's success in the solution. Doctor's, 1933. Johns Hopkins. Baltimore, Md., Johns Hopkins press, 1933. 106 p. (*Johns Hopkins university studies in education*, no. 20)

Studies the effect of interest, sentence form, style-language details, and vocabulary on sixth grade children's success in solving verbal arithmetic problems. Data indicate that there is probably no best form for the statement of the arithmetic problem.

1108. Leeke, Kathryn. A study of an efficient and a non-efficient group of pupils in arithmetic in grade 5. Master's, 1932. Michigan. 78 p.

Studies two groups of 10 pupils each, selected from a class of 46 pupils in a city school, to determine their difficulties in the addition and subtraction of fractions. General and specific diagnostic tests were used. The results show a significant range in the knowledge background and understanding between the groups.

1109. Leonardilla, Sister M. Third grade diagnostic and remedial work in the four arithmetic fundamentals. Master's, 1932. Ind. St. T.G. 120 p. (Abstract in: *Indiana State teachers college. Teachers college journal*, 4: 283, July 1933.

Data indicate that the various types of pupil difficulties can be eliminated by means of proper attention and instruction, and that pupils of low intelligence are capable of improving in arithmetic when given individual attention as needed.

1110. *Long, Cloyd D. A comparison of teachers' knowledge of arithmetic and ability to teach the subject. Master's, 1933. West Virginia. 26 p. ms.

Data indicate a direct relationship between teacher's knowledge of arithmetic and ability to teach the subject.

1111. Long, John Goff. An analysis of errors in the fundamental processes in arithmetic. Master's, 1933. Kentucky. 65 p. ms.

1112. McConnell, T. Raymond. A controlled experiment in the learning of the 100 addition and the 100 subtraction facts. Doctor's, 1933. Iowa. 321 p. ms. (Abstract in: University of Iowa studies, new series no. 269. Series on aims and progress of research, no. 43. 1 p.)

Data, based on an experiment carried on in the second grades of Toledo, Ohio, schools, indicate that ability to respond immediately and automatically to number facts may be developed by the process of mechanical repetitions, but outcomes involving more thoughtful and deliberate manipulation and application of the number facts may be better attained by the pedagogy of discovery and insight.

1113. Metter, Harry Louis. The arithmetic curriculum since 1860. Doctor's, 1933. Illinois. (Abstract 15 p.)

Deals with the general aspects and changes of the aims, topics, and learning exercises, and attempts to identify the trends in the development of the arithmetic curriculum.

1114. Monroe, W. S. and Engelhart, M. The effectiveness of systematic instruction in reading verbal problems in arithmetic. Elementary school journal, 33: 377-81, January 1933. (University of Illinois)

Data indicate that systematic instruction in reading verbal problems is relatively more effective with dull pupils, and is not effective with bright pupils.

1115. *Montgomery, Carl F. An evaluation of required home study in junior high-school arithmetic and English. Master's, 1933. West Virginia. 61 p. ms.

Data indicate that home study in junior high school English is of no value, and home study in arithmetic is of little or no value.

1116. Morel, McNairy. The relationship between arithmetic test scores and grades and freshman mathematics. Master's, 1932. Vanderbilt. 72 p. ms.

1117. Nelson, Glenn H. An experimental evaluation of two kinds of instructional material in seventh-grade arithmetic. Doctor's, 1933. Wisconsin. 140 p. ms.

1118. Person, Amy Edith. A study of an efficient and a non-efficient group in arithmetic in grade three. Master's, 1932. Michigan. 80 p.

1119. Reniers, Nan W. A survey of semester achievement in seventh and eighth grade arithmetic by grades, sexes, failures, races, and teachers. Master's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstract of theses, researches in progress, and bibliography of publications, 8: 360-61)

Determines the semester gains in reasoning and computation made by pupils of grades 7B, 7A, 8B, and 8A of the Oliver high school, Pittsburgh, Pennsylvania, based on two sets of the new Stanford arithmetic test scores.

1120. Bumble, Madonna Ruth. A study of the validity of methods of sampling the vocabulary of arithmetic. Master's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 8: 304-65)

Analyzes two seventh grade mathematics texts, and investigates and compares 11 different methods of sampling.

1121. Secrist, Alva E. A critical analysis of pupil achievement in arithmetic in the schools of Adams county, Ohio. Master's, 1932. Cincinnati.

1122. *Smith, Thomas Alton. A comparison of the results of teaching arithmetic by the seat method and the blackboard method in the sixth grade. Master's, 1933. Penn. State. 67 p. ms.

1123. Snowden, Foster Byron. Transfer in the higher-decade addition combinations. Doctor's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 254-58)

Ascertains the amount of transfer from taught to untaught higher-decade combinations by comparing the achievements of children who were taught 225 higher-decade combinations, first, with a group that was taught 112 of these combinations and, second, with a group that was taught none of them.

1124. Stam, Ira W. An experimental evaluation of two kinds of instructional material in sixth grade arithmetic. Doctor's, 1933. Wisconsin. 150 p. ms.

1125. Stone, Mildred Browning. Methods of teaching arithmetic; a partial summary of available studies. Master's, 1933. Boston Univ. 261 p. ms.

1126. Walters, Margaret Rose. How to study arithmetic. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 88. October 1933)

1127. Wherry, Elwyn A. The effect of special training in arithmetic reading on achievement in junior high-school mathematics. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 91, October 1933)

1128. Whittemore, Mrs. Katherine C. W. The ability of children to interpret graphs. (In National society for the study of education, 32nd yearbook, 1933. p. 492-506.) (State teachers college, Buffalo, N.Y.)

1129. Williams, Ann Carol. The effect of suggested answers on the solving of arithmetic problems. Master's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 8: 380-81)

The Clapp-Young self-marking arithmetic test form A, in two forms, one with answers and the other without answers, was given to 955 pupils in six different schools in Youngstown, Ohio, in grades 5 to 8. Data indicate a significant difference in favor of suggested answers.

1130. Wiltse, Anna Elizabeth. Characteristic differences between good and poor pupils in junior high-school mathematics. Master's, 1933. Okla. A. & M. Coll. 34 p. ms.

1131. Woody, Clifford. Nature and amount of arithmetic in types of reading material for the elementary schools. Ann Arbor, University of Michigan, 1932. 70 p. (Bureau of educational reference and research, Bulletin no. 145)

Studies types of Arabic and Roman numerals, simple and decimal fractions, various units of measure, units in the money of the United States and foreign countries, and mathematical terms and concepts in books and materials involved in regular assignments of children in grades 3 to 8 inclusive.

ALGEBRA, GEOMETRY, TRIGONOMETRY, AND CALCULUS

1132. Adams, Lafayette M. Technique for study of first year algebra. Master's, 1932. Wisconsin.

1133. Allen, Albert Jefferson. The use of practical problems in teaching algebra and geometry. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 81, October 1933)

1134. Aschenbach, Walter Jay, jr. The relation of certain factors to achievement in algebra and geometry. Master's, 1932. Northwestern.

1135. **Bibb, G. W.** A study of success factors in plane geometry. Master's, 1933. Kansas. 180 p. ms.

1136. **Brallier, J. Merle.** A study of self appraisal in plane geometry. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9:343)

1137. **Bruce, Harold W.** The comparative validity of certain measures for prognosis in plane geometry. Master's, 1933. Iowa. 66 p. ms.

1138. ***Christofferson, Halbert Carl.** Geometry professionalized for teachers. Doctor's, 1933. T.C., Col. Univ. Oxford, Ohio, 1933. 204 p.

Discusses the history, function, and problems of geometry; the principles of high school geometry teaching; geometry materials for the application of the pattern of teaching; some features of geometry including analysis, indirect proof, and continuity in geometry; and modern Euclidean geometry.

1139. **Cohen, Morton.** The changed trend in high-school elementary algebra since 1900. Master's, 1933. Coll. of the City of N.Y. 320 p. ms.

Compares the teaching of high-school elementary algebra in 1900 with the teaching of the subject today and finds that the trend has been from the theoretical to the practical and utilitarian aspects.

1140. **Colley, Cecil Marion.** The effects of various aids to interest upon achievement in 9th grade algebra. Master's, 1933. Northwestern. ms.

1141. ***Dalley, Earl L.** A comparison of the long mimeographed assignment versus the daily oral assignment in tenth grade plane geometry as measured by achievement tests. Master's, 1933. West Virginia. 43 p. ms.

Data indicate that there were no significant differences for achievement in favor of either method, but that the pupils in the experimental group were more enthusiastic, the problem of discipline was practically eliminated, and promotion was 100 per cent in that group.

1142. **Fabian, Neva Hudson.** An analytical study of introductory work in plane geometry. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 83, October 1933)

1143. ***Fagerstrom, William Henry.** Mathematical facts and processes prerequisite to the study of the calculus. Doctor's, 1933. T.C., Col. Univ. New York city, Teachers college, Columbia university, 1933. 68 p. (Contributions to education, no. 572)

Attempts to determine to what extent the content of courses of secondary mathematics is used in the solution of the problems of the calculus, and finds that elementary, intermediate and advanced algebra, plane, solid and analytic geometry are necessary to the study of the calculus.

1144. **Fischer, Egbert D.** Changes in problems and exercises in plane geometry. Master's, 1933. Texas.

Traces change in problems and exercises over a period of 100 years as shown in typical textbooks.

1145. **Flum, Arthur Edward.** Enriching and vitalizing instruction in algebra. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 83, October 1933)

1146. **Frisbie, Arthur Elliott.** A comparison of the synthetic and analytic method of teaching plane geometry. Master's, 1933. Kans.St.T.C., Emporia. 71 p. ms.

1147. ***Gainer, James V.** An experimental investigation to determine the relative effectiveness of two plans of teaching first year algebra; a daily oral

assignment plan and a plan employing study guide sheets. Master's, 1933. West Va. 54 p. ms.

Describes an experiment covering a period of 14 weeks, conducted with two groups of 14 students each, equated on the bases of chronological age, IQ, and algebraic ability.

1148. Gilliland, Grier T. Analysis of types of problems in addition in ninth year algebra and a tabulation of errors made by 100 pupils on tests of these types. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 376-77)

1149. Harris, Robert Leigh. A study of errors made by first year algebra students. Master's, 1932. Alabama. 77 p. ms.

1150. Henry, Lyle K. The role of insight in plane geometry. Doctor's, 1933. Iowa. (Abstract in: University of Iowa studies, new series no. 260. Series on aims and progress of research, no. 43. 1 p.)

Attempts to obtain a psychological picture of the mind at work on plane geometry and fails to substantiate the hypothesis that the solution of geometric originals by insight is the typical experience.

1151. Henry, Oliver E. An experiment to determine the effect of cumulative testing in achievement in plane geometry. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 333-84)

1152. Hertzler, Mabel. Some current practices in teaching mathematics in Kansas high-schools, 1930-31. Master's, 1933. Kansas. 72 p. ms.

Studies present methods and objectives in the teaching of algebra and geometry in the high-schools of Kansas.

1153. Jensen, Ruth. Factors associated with demotion in college algebra at Northwestern university. Master's, 1933. Northwestern. ms.

1154. Johnson, Alice M. A description and evaluation of one method of teaching geometry. Master's, 1933. Michigan. 50 p. ms.

1155. Jones, Albert C. A technique of study for first year algebra. Master's, 1933. Wisconsin.

1156. *Keesler, Earl Ross. A critical study of 12 regents board examinations in plane geometry. Master's, 1933. Penn. State. 72 p. ms.

1157. Kuehn, Rachael. Geometrical visualization. Master's, 1933. Washington Univ. 67 p. ms.

1158. Landgraff, Ethel. The effect of self-appraisal technique on achievement in ninth grade algebra. Master's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress and bibliography of publications, 8: 346-47)

Data indicate that there was no relation between appraisal of accuracy of knowledge and achievement.

1159. Lewers, Charles E. The value of a workbook in algebra. Master's, 1933. Iowa. 75 p. ms.

1160. McKinley, Walter Roland. Geometry and mental training. Master's, 1933. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher education, 1933: 51-52)-

Attempts to determine whether recent plane geometry texts have the organization necessary to train the pupil for better thinking in non-geometric situations.

1161. *Mallory, Arthur E. The significance of plane geometry as a college entrance requirement. Doctor's, 1932. Peabody. Nashville, Tenn., George Peabody college for teachers, 1932. 108 p. (Contribution to education, no. 110)

Answers the questions: (1) In terms of student achievement what is a high-school "unit" of plane geometry as presented for college entrance?; (2) does the fact that one presents a high-school unit of plane geometry for college entrance have any significance as an indication of ability to do college work?; (3) what are the educational implications concerning plane geometry?

1162. Moler, Mary E. Two approaches to the teaching of intuitive geometry in the junior high-school. Master's, 1933. Ohio. 80 p. ms.

Describes an experiment with two beginning sections of intuitive geometry, one using the regular textbook approach and the other having a 4 weeks' preview of the concepts of geometry, logically arranged.

1163. Moore, Benjamin A. A survey of the chief arithmetical weaknesses which persist through one semester of algebra as shown by the ninth grade classes of Marion county. Master's, 1933. Ohio.

1164. Mueller, Margaret. Teachers' difficulties in teaching plane geometry. Master's, 1933. Minnesota. 132 p. ms.

1165. Nelson, Stanley F. A study of the errors of pupils in ninth year algebra. Master's, 1933. Wisconsin.

1166. Oldright, Leo L. An investigation relating to reading comprehension as an achievement factor in beginning algebra. Master's, 1933. Oregon. 91 p. ms.

1167. Ostrander, Grace Elizabeth. Influence of previous training in mathematics on success in algebra in high-school. Master's, 1933. Cornell. 68 p. ms.

1168. Parnell, T. B. The improvement of the instruction in algebra through the frequent use of objective examinations. Master's, 1933. South. Methodist. 39 p. ms.

1169. Ritchey, Harold T. The reorganization of instruction in elementary geometry. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 87, October 1933)

1170. Schultz, Elizabeth. An analysis of workbooks in elementary algebra. Master's, 1933. Minnesota. 83 p. ms.

1171. Seltzer, Ray L. Correlations of certain abilities of pupils with success in high-school algebra. Master's, 1932. Penn. State.

1172. *Smith, Georgina. A study of the relative efficacy of two methods of teaching certain units of first year algebra: a daily oral assignment method versus the use of study guide sheets. Master's, 1933. West Virginia. 87 p. ms.

Data indicate no significant difference in the effectiveness of one method over the other.

1173. Stinchcomb, Judd T. Psychological justification of the use of models in plane geometry. Master's, 1933. Ohio. 53 p. ms.

1174. Strother, Eura Vanca. A study of a specific source of difficulty in ninth grade algebra. Master's, 1933. Duke.

1175. Suedekum, Erna. A diagnostic study of type difficulties in algebra. Master's, 1933. Washington Univ. 54 p. ms.

1176. Sweetman, Lloyd Cawthra. Will certain data on hand predict algebra success to the same extent as an algebra prognosis test? Master's, 1933. California. (California quarterly of secondary education, 9: 79, October 1933)

1177. Turner, Cora B. An experiment in the instruction of beginning geometry without the use of a textbook. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 460-61)

Describes an experiment conducted in Chaney high-school, Youngstown, Ohio, during the first 16 weeks of the first semester of 1931-32. Data indicate that teaching without a textbook is slightly superior to the conventional textbook method.

1178. Turner, Leonard Smith. The adaptation of elementary algebra to pupils' needs and interests. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 88, October 1933)

1179. Vance, Ira W. An analysis of errors in beginning algebra as revealed by two of the Hotz algebra scales. Master's, 1932. Ind.St.T.C. 77 p. (Abstract in: Indiana State teachers college. Teachers college journal, 4: 286-87, July 1933)

Data were collected from 387 high-school pupils, representing 20 classes in 12 different schools, none of whom had ever studied algebra before.

1180. Weisbecker, Frances. The fundamental theorem of algebra. Master's, 1933. North Dakota.

1181. Wright, Etoile Laird. The professional treatment of modern synthetic geometry. Master's, 1933. Peabody. 95 p. ms.

Studies the development of a general technique for the treatment of subject-matter in professional schools for the training of teachers and its application to modern synthetic geometry.

1182. Wylie, Carrie Lee. An experiment in the teaching of first semester algebra. Master's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 8: 381-82)

SCIENCE

GENERAL SCIENCE

1183. Barr, Dwight Franklin. An application of the heuristic method of teaching to general science. Master's, 1933. Illinois.

1184. Blough, Glenn O. An attempt to determine the relative values of the reading-study method and the developmental-discussion method of teaching science material to sixth-grade pupils. Master's, 1933. Michigan. 90 p. ms.

1185. Brechbill, Henry H. B. An analysis and evaluation of courses in the teaching of science. Doctor's, 1933. George Washington.

1186. Cardwell, Cleopatra. A program for elementary science to supplement Gerald S. Craig's: "Pathway in science," Book II. Master's, 1933. Okla. A. & M. Coll. 44 p. ms.

1187. Coulter, Sara Eleanor. A study of pupils' understanding of the vocabulary of 10 general science textbooks. Master's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 8: 316-17)

1188. Dorris, Alice K. Certain aspects of general science causing difficulty in learning. Master's, 1933. Pittsburgh. (Abstract in: University of Pitts-

burgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 363-64)

1189. Eagan, Mary R. General science: a discussion of its development, objectives and content. Master's, 1933. Brown. 130 p. ms.

1190. Eicher, James Eugene. An experiment in teaching vocabulary in general science. Master's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 8: 321-22)

Finds that teaching the vocabulary of general science results in enriched learning without increasing the length of the classroom period and is a valuable teaching device.

1191. Gatchell, Charles B. Science as involved in certain trades. Master's, 1933. Agr. and Mech. Coll. of Texas.

1192. Gilmore, L. P. A comparison of the effectiveness of certain pictorial materials in the presentation step of the Morrisonian technique in general science. Master's, 1933. Bucknell. 60 p. ms.

1193. Harris, Russia. A course of study in general science for junior high-schools. Master's, 1933. Iowa.

1194. Haupt, George W. An experimental application of a philosophy of science teaching. Doctor's, 1933. T.C., Col. Univ.

1195. Hensley, Russell W. Test-teach-test procedure in general science. Master's, 1933. Ind.St.T.C. 75 p. (Abstract in: Indiana State teachers college. Teachers college journal, 4: 305, July 1933)

Seeks to discover what minimum essentials of science knowledge are usually obtained without classroom study, what minimum essentials of science knowledge need classroom air, and what varying degrees of stress need to be applied to these topics.

1196. Johnston, Thomas Nash. The lantern slide as an aid in teaching general science. Master's, 1933. Tennessee. 124 p. ms.

1197. Kesler, H. A. W. A comparison of two methods of teaching general science demonstrations: pupil observation versus teacher observation. Master's, 1933. Wisconsin.

1198. Knapp, Roy Alexander. Trends in secondary school science in the State of California. Master's, 1933. Claremont. 121 p. ms.

1199. Kushma, Michael. Teaching related science. Master's, 1933. Penn. State.

1200. Robertson, Martin L. A basis for the selection of course content in elementary science. Doctor's, 1933. Michigan.

1201. Schiffman, David. The factors associated with the interests of first year high-school girls in various topics of general science. Master's, 1933. Coll. of the City of N.Y. 67 p. ms.

1202. Smith, Mae Weber. Guidance in leisure time activities through the teaching of general science. Master's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 8: 360-70)

Studies two 7A groups of 60 pupils each in the Taylor Allerdice high-school, Pittsburgh, Pa., to determine whether a definite guidance procedure in the teaching of general science might be productive of measurable values.

1203. *Sottong, Peter. The science and mathematical content for a course in applied science and mathematics suggested by an analysis of manual arts courses. Master's, 1933. New York. 69 p. ms.

1204. Squires, Howard G. An experiment in the direction of study in ninth grade general science. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 453-54)

Compares the subject plan with the contract plan in teaching general science.

1205. Stallman, Abraham M. The history of geology in the curriculum of the College of the City of New York. Master's, 1933. Coll. of the City of N.Y. 213 p. ms.

1206. Walker, John C. Elements of Greek philosophy in modern science. Master's 1932. Arizona.

1207. Weaver, Ruth Perkins. An analysis of professional literature relating to the teaching of general science in the junior high-school. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 88, October 1933)

NATURE STUDY, BIOLOGY, AND BOTANY

1208. Frazer, James C. Field trips which are available to New York City schools and which may be taken in connection with the study of biological science. Master's, 1933. T.C., Col. Univ. 25 p. ms.

1209. Garvin, Carl H. A biology workbook. Master's, 1933. New Hampshire. 303 p. ms.

1210. Goodwin, Harold S. The status of biology in Rhode Island secondary schools. Master's, 1933. Brown. 85 p. ms.

1211. Hall, William C. A comparative study of the biology courses of the high-schools and teachers colleges of the United States. Master's, 1933. Ind. St. T.C. 52 p. (Abstract in: Indiana State teachers college. Teachers college journal, 4: 313-14, July 1933)

Determines the methods and practices used by teachers colleges in the training of biology teachers, studies high-school methods and courses in biology and tries to determine the adequacy of the teachers' preparation for teaching biology.

1212. Hichborn, Paul R. A teachers guide to the study of commoner reptiles and amphibia of California. Master's, 1932. Stanford. 109 p. ms.

1213. Hillegas, Jacob L. An analysis of the content of biology laboratory manuals. Master's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress and bibliography of publications, 8: 338-30)

1214. Juchem, Marguerite Rodda. An analysis of representative courses in biology in teachers colleges representative of better practice. Master's, 1932. Colo. St. T.C.

1215. Keeney, Henry Gideon. The relative value of recite-study and study-recite sequence in the teaching of biology in high-school. Master's, 1932. Oregon. 55 p. ms.

1216. Livingston, David. An investigation of the educational facilities offered by the New York State museum to teachers and students of biology. Master's, 1933. N.Y. St. Coll. for Teach.

1217. Markwell, Earl David. School gardening. Master's, 1933. Okla. A. & M. Coll. 81 p. ms.

1218. **Maxwell, Paul A.** Cultural natural science for the junior high-school. Baltimore, Md., Williams and Wilkins, 1932. 162 p. (Peru State teachers college)

Studies objectives and procedures for junior high-school cultural or avocational science.

1219. **Milspaw, Berdena A.** The construction and use of a study guide in biology. Master's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress and bibliography of publications, 8: 356-57)

1220. **Noble, Ruth Crosby.** Biological field work in elementary science. Master's, 1933. T.C., Col. Univ. 32 p. ms.

1221. **O'Neal, Mrs. Mike.** Some of the techniques of the Dalton plan applied in the teaching of biology. Master's, 1932. South. Methodist.

1222. **Orsborn, Helen Denny.** The status of biology in the secondary schools of California. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 86, October 1933)

1223. **Peerson, Nellie.** Opportunities for teaching nature-study in a fourth grade in Alabama. Master's, 1933. Peabody. 230 p. ms.

1224. **Rhodes, Robert D.** An activity course in nature study for the rural elementary schools of Santa Clara county, California. Master's, 1932. Stanford. 421 p. ms.

1225. **Richmond, Frances Churchill.** An outline of subject matter and supplementary materials for the biological phases of a general science course for junior high-school. Master's, 1932. Kans. St. T.C., Pittsburg.

1226. **Robertson, Harold Blake.** Teaching biology through the study of diseases. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 87, October 1933)

1227. **Suiter, Lottye Mae.** Survey of typical nature materials in one teaching situation. Master's, 1933. Peabody. 68 p. ms.

Attempts to find typical nature materials for teaching science at Murray state teachers college, Murray, Ky.; to locate these and show possible uses which may foster children's interest in science.

1228. **Victor, Etta Gene.** Context and presentation of general botany at Iowa State college. Master's, 1933. Iowa St. Coll.

1229. **Wells, Edith Bradley.** Types of questions and pupil responses to a comprehensive examination in biology. Master's, 1933. Chicago. 172 p. ms.

1230. **Woody, Montford Harland.** An experimental comparison of instruction with and without labeled specimens in nature study. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 88, October 1933)

CHEMISTRY AND PHYSICS

1231. **Albright, Elroy S.** A study to determine the relationship between vocabulary learning and achievement in high-school physics. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses researches in progress, and bibliography of publications, 9: 334-35)

1232. **Bailey, James Stanley.** Methods of using biography as an aid in teaching chemistry. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 81, October 1933)

1233. Benjamin, Noble H. Time requirements for teaching physics units. Master's, 1933. Chicago. 60 p. ms.

Data, based on a study of 23 high-schools in four states, indicate that mastery in physics is not a matter of time.

1234. Booth, Helen McCall. Relationship between ability in chemistry and other major subjects. Master's, 1932. Temple. 71 p. ms.

Studies the relationship of chemistry to history, foreign languages, mathematics and English.

1235. *Brock, Clarence A. A study of the comparative effectiveness of the laboratory before discussion and laboratory after discussion procedures in high-school chemistry. Master's, 1933. West Va. 53 p. ms.

Attempts to establish a proper sequence for the discussion and laboratory procedures in high-school chemistry, and finds from a study made at East Fairmont high-school, Fairmont, W. Va., that the laboratory after discussion is relatively a better procedure than laboratory before discussion.

1236. Brown, F. E. and Coons, R. B. The effects of different instructors for recitation and laboratory in freshman chemistry. Journal of chemical education, 9: 1949-52, November 1932. (Iowa State college)

1237. Butler, Richard. Critical survey of materials required in a chemistry laboratory in cities of maximum, medium, and minimum wealth. Master's, 1933. Wisconsin.

1238. Church, Wilbur Otis. An experimental study in the use of chemistry laboratory manuals. Master's, 1933. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1933: 16)

Attempts to determine the efficiency of a new chemistry laboratory manual written by the Chicago chemistry teachers.

1239. Clark, Warren P. Application of the Beta hypothesis to the teaching of high-school physics. Master's, 1933. Minnesota. 55 p. ms.

1240. *Clemensen, Jessie Williams. Study outlines in physics, construction and experimental evaluation. Doctor's, 1933. T.C., Col. Univ. New York city, Teachers college, Columbia university, 1933. 154 p. (Contributions to education, no. 553)

Part 1 takes up the construction of the study outlines in physics; part 2 records the experimental procedure adopted to evaluate the study outlines.

1241. Crissey, Walter E. Fact versus thought testing in high-school physics. Master's, 1933. Iowa. 61 p. ms.

1242. Crosby, Otis Ault. A measure of growth as influenced by teaching study aims in high-school chemistry. Master's, 1933. Wittenberg. ms.

1243. Dett, Robert O. The construction of N units in high-school chemistry. Master's, 1933. Iowa. 234 p. ms.

1244. Fisher, Homer B. Experiment in teaching atomic physics in a secondary school. Master's, 1933. Ohio. 100 p. ms.

1245. Goding, Kenneth Lovewell. The development of a non-college preparatory course in chemistry as used in public high-schools. Master's, 1933. Boston Univ.

1246. Gray, C. T. Implications of physics for modern psychology. Austin, University of Texas, 1933.

1247. Grignon, Roy T. Vocational opportunities offered in the field of chemistry. Master's, 1932. Wisconsin.

1248. **Hall, Charles W.** The arithmetic involved in the solution of high-school chemistry problems. Master's, 1933. Ohio. 82 p. ms.

1249. **Hepburn, Joseph Samuel.** Notes on the early teaching of chemistry in the University of Pennsylvania, the Central high-school of Philadelphia, and the Franklin Institute of Pennsylvania. *Journal of chemical education*, 9: 1576-91, September 1932.

Chemistry was taught at the University of Pennsylvania at least as early as 1758; in the Central high-school of Philadelphia during its first academic year, 1838-1839; and lectures on chemistry were delivered at Franklin Institute soon after its incorporation in 1824.

1250. **Herron, Wilmer B.** A frequency analysis of the vocabulary of high-school physics. Master's, 1932. Pittsburgh. (Abstract in: *University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications*, 8: 337-38)

1251. **Hoff, Harold A.** Problems encountered in building a chemistry workbook and methods of dealing with them. Master's, 1932. Wisconsin.

1252. **Horney, Amos G.** Testing understanding of chemical principles. Master's, 1933. Ohio. 44 p. ms.

1253. **Howes, Francis W.** An evaluation of diagnostic teaching in high-school chemistry. Master's, 1933. Northwestern. ms.

1254. **Huizinga, Henry.** A study of certain factors related to success in the teaching of physics. Master's, 1933. Iowa. 127 p. ms.

1255. **Hurd, Archer Willis.** An experiment in the use of a teaching unit in science. New York city, Teachers college, Columbia university, 1933. 50 p.

The unit "electricity in communication" was selected and organized in order to illustrate and try out a different type of teaching unit in physics.

1256. **Jackson, Rein E.** A study of trends in the teaching of secondary school physics since 1900. Master's, 1933. Oregon. 53 p. ms.

1257. ***Katsch, Abraham I.** Some changing theories of the nature of measurement with special reference to its value in education, Master's, 1932. New York. 102 p. ms.

Discusses the idea of relativity and measurement, the nature of light, the special theory of relativity, the general theory of relativity, measurement philosophically treated, and the educational significance of the theory of relativity.

1258. **Martin, Mansfield.** Is high-school chemistry a preparation for college chemistry? Master's, 1932. West. Ky. St. T.C.

1259. **Morton, Mary A.** Mathematical ability and chemistry achievement in high-school. Master's, 1933. Howard. 86 p. ms.

Attempts to determine the mathematical ability required in high-school chemistry, and to construct a valid and reliable test of such mathematical ability.

1260. **Palmer, Nelson P.** An analysis of the use of laboratory manuals in physics. Master's, 1933. Pittsburgh. (Abstract in: *University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications*, 9: 427-28)

1261. **Peckman, Eugene F.** A comparative study of methods, individual laboratory, demonstration laboratory, and lecture demonstration, in the treatment of laboratory exercises in high-school physics, Master's, 1933. Pittsburgh. (Abstract in: *University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications*, 9: 430-31).

1262. Porter, William A. The apparatus required for the teaching of physics in Wisconsin high-schools. Master's, 1933. Wisconsin.

1263. Prew, Albert George Frith. The individualization of instruction in elementary physics. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 87, October 1933)

1264. Rondelli, Joe. Survey of the industrial needs of electricity to obtain information to be used as a basis for a curriculum in electricity in high-school. Master's, 1932. Kans. St. T.C., Pittsburg.

1265. Sampson, John Scribner. Course in chemistry derived from problems in industry. Master's, 1933. Boston Univ. 167 p. ms.

1266. Schell, Hannah. Difficulties encountered by a high-school physics class in solving problems. Master's, 1933. Michigan. 60 p. ms.

1267. Shutts, James H. The effect of a year of high-school physics on mathematical ability. Master's, 1933. Iowa. 98 p. ms.

1268. Skaliskey, Earl E. An experimental study to determine the relative effectiveness of three methods of teaching physics. Master's, 1932. Wisconsin.

1269. Stuit, D. B. and Engelhart, M. D. A critical summary of research on the lecture-demonstration versus the individual-laboratory method of teaching chemistry. Science education, 16: 380-91, October 1932. (University of Illinois)

1270. Teichman, Louis. An evaluation of tests of laboratory technique in elementary chemistry in the light of the objectives of laboratory work in chemistry. Master's, 1933. Coll. of the City of N.Y. 46 p. ms.

Results indicate that a quantitative reaction which is within the scope of the student is the form of test best suited for the measurement of laboratory technique; and that among the tests now in use, the Pershing and the Strong tests seem best fitted for the elementary chemistry course.

1271. *Waring, Claude L. An experimental investigation in the relative effectiveness of recitation and laboratory work in high-school chemistry. Master's, 1933. West Virginia. 23 p. ms.

Data indicate that the recitation first method is somewhat superior to the laboratory first method for the total number of pupils tested.

1272. West, Guy A. Influence of high-school science on grades in college chemistry. School science and mathematics, 32: 911-13, November 1932. (New Mexico State teachers college)

Data on high-school science credits of students registered for the fall course in college general chemistry were secured and studied, and showed that the number of units of high school science a student had taken was of less importance for his success in chemistry than some other factors.

1273. Wilson, Alfred W. An investigation of the vocabulary burden of Brownlee and Fuller's "First principles of chemistry." Master's, 1933. Michigan. 74 p. ms.

1274. Winn, Vergal Arlou. The chemistry desirable in the preparation of physics teachers. Master's, 1933. Colo.St.T.C.

1275. Wolcott, Edward Sholto. Status of the subject of chemistry in the secondary schools of Connecticut. Master's, 1933. Boston Univ. 74 p. ms.

1276. Wood, Howard W. The desirability and feasibility of making school chemicals. Master's, 1933. Colo.St.T.C.

1277. **Wrage, Theodore.** A comparison of the lecture-demonstration and individual laboratory methods of teaching high-school physics. Master's, 1933. South Dakota. 63 p. ms.

SOCIAL STUDIES

1278. **Bateman, Eva.** A curriculum in the social studies adapted to the fourth, fifth and sixth grades of Forest Park school. Master's, 1933. Duke.

1279. **Becker, Christian F., jr.** The history of economics as a subject in the secondary schools of New York State. Master's, 1933. Coll. of the City of N.Y. 45 p. ms.

1280. **Bottenfield, Esther May.** The relation of the social studies in the high-school to the social trends. Master's, 1933. Illinois.

1281. **Bye, Edgar C.** A bibliography on the teaching of the social studies. New York city, H. W. Wilson company, 1933. 104 p. (New Jersey State teachers college, Montclair)

1282. **Clarke, Katherine.** The effect of simplification on comprehension of social science reading material in a second grade: a case study. Master's, 1933. Iowa. 510 p. ms.

1283. **Comerford, John P.** The supervision of natural and social sciences in the high-school. Master's, 1932. Stanford. 162 p. ms.

1284. **Cooper, George S.** The trend toward a combined course of social studies and English senior high-school curricula. Master's, 1933. Brown. 124 p. ms.

Analyzes published reports of experiments in developing a unified course in the social studies with special reference to the inclusion of English therein as a basis for a social education based on the essential inseparability of the various aspects of the behavior of human beings in their reactions upon each other and their environment.

1285. **Culpepper, L. Irvin.** An evaluation of the social studies in the secondary school. Master's, 1933. Colo.St.T.C.

1286. **Cummings, Effie May.** Trends in junior high-school social studies. Master's, 1932. Hawaii.

1287. **Decatur, Bena Althea.** Civic values in the social studies. Master's, 1933. Boston Univ. 74 p. ms.

1288. **Dutton, Wilbur Harvey.** Difficulties involved in the location of information of junior and senior high-school social science. Master's, 1933. Colo. St.T.C.

1289. **Eckerson, Helen Ferguson.** A study of a course in the art of living. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 365-66) 4

Reports the progress of a course in the art of living, listed as Sociology 51, which has been offered at the University of Pittsburgh, one semester a year for the past six years.

1290. **Friedman, Kopple Clayton.** The relation of certain factors to achievement in college social studies and history. Master's, 1932. Minnesota. 77 p. ms.

Data indicate lack of articulation between high-school and college in history and the social studies.

1291. Frost, Anita. Students' interest in high-school economics prior to taking the course as shown in responses to statements and questions. Master's, 1933. Coll. of the City of N.Y. 70 p. ms.

1292. Hall, Thelma Carlene. Trends and practices in social studies curricula for intermediate grades. Master's, 1933. Peabody. 75 p. ms.

1293. Hampton, Claude L. A supervisory program for the social sciences. Master's, 1933. Wisconsin.

1294. Hand, Rose E. The teaching of international relations in American secondary schools. Master's, 1933. Brown. 86 p. ms.

1295. Hatcher, Caro Caldwell. Status of social science in the high-schools of Oklahoma. Master's, 1933. Okla. A. & M. Coll. 68 p. ms.

1296. Henry, Annie Wolfe. The integration of social studies material. Master's, 1933. Peabody. 82 p. ms.

1297. Henson, John F. The development of the social studies in the secondary schools of Texas. Master's, 1932. South. Methodist.

1298. Houghton, Max Howard. Age and grade classification or factors affecting achievement in high-school economics. Master's, 1932. Minnesota. (Abstracts in: National education association. Department of secondary school principals. Abstracts of unpublished masters' theses in the field of secondary school administration. Bulletin no. 47: 18-21)

Part 1: Economics in Minnesota high-schools; part 2: Experimental study of relative achievement of seniors, juniors, and sophomores in economics.

1299. Jacobs, Vera. Extensive reading versus the textbook method in the teaching of the social studies. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 89, October 1933)

1300. James, Thomas B. A study of the content material of the high-school economics course. Master's, 1933. Colo.St.T.C.

1301. Johns, Bessie W. Recent trends in the content and methods of teaching the social studies in the secondary schools. Master's, 1933. Brown. 105 p. ms.

Finds that emphasis has shifted from history to other social studies; aim is training for citizenship rather than informational or disciplinary value; social studies have not yet developed teaching methods of their own but are sharing in the general trend toward the individualization of classroom work.

1302. Keeler, Matilda Caroline. Investigation of social studies courses in junior high-schools of the United States. Master's, 1933. Cornell. 220 p. ms.

Attempts to discover prevalence of "unified" social studies in junior high schools as compared with traditional "compartmental" courses.

1303. Knighton, Mrs. T. H. Civic attitudes in the seventh grade social studies in Texas. Master's, 1933. West Texas St. T.C. 150 p. ms.

1304. Lamb, Herbert Ingram. The social studies in the junior high-schools of Indiana. Master's, 1933. Ind.St.T.C. 96 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 4: 278-80, July 1933)

Studies United States, Indiana, and world history, civics, geography, and vocational guidance in grades 7, 8, and 9 of the 6-3 and 6-3-3 plan schools of Indiana.

1305. McAllister, Jane. A study of the extensive reading method in the social studies. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 85, October 1933)

1306. **McClellan, Frances E.** The special vocabulary of economics and the overlapping of that vocabulary and the special vocabulary of civics. Master's, 1933. Michigan. 63 p. ms.
1307. **McIlhany, Ruth.** Local materials for use in teaching the social studies in San Antonio. Master's, 1933. Texas.
1308. **Mackay, Janette Johnson.** Measuring the outcomes of instruction in the social studies. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 85, October 1933)
1309. **Mahone, Lena Louise.** Translation of Durkheim's "Education and sociology" with introductory chapter. Master's, 1933. Washington.
1310. **Messing, Louis.** A comparative study of the syllabus in secondary economics with suggested revisions in the light of typical courses of study, textbooks and periodical literature. Master's, 1933. Coll. of the City of N.Y. 76 p. ms.
1311. **Millet, Lloyd W.** Trends in the legislative requirements in the social studies in the several States of the United States. Master's, 1933. Michigan. 26 p. ms.
1312. **Moore, Ruth L.** Trends and tendencies of the social studies. Master's, 1933. California. (California quarterly of secondary education, 9: 79, October 1933)
1313. **Paup, Thelma Katherine.** An analysis of the methods used in teaching social studies to superior students. Master's 1933. Southern California. (California quarterly of secondary education, 9: 30, October 1933)
1314. **Payne, Grayce Williams.** The use of color in visual aids and its effect in the teaching of third grade social science. Master's, 1933. Denver. 145 p. ms.
1315. **Rice, Mildred Sherrill.** A social program for Lackey high-school, Indian Head, Md. Master's, 1932. Virginia.
1316. **Rosenquist, Grace Johanna.** Vocabulary difficulties of social studies materials for grades 4 and 5. Master's, 1933. Colo.St.T.C.
1317. **Rutherford, Horace C.** Predicting scholastic success in freshmen social science at the school level. Master's, 1932. Stanford. 67 p. ms.
1318. **Schifferdecker, Katherine.** A new point of view in the teaching of Anglo-American relations. Master's, 1933. N.Y. St. Coll. for Teach.
1319. **Shoemaker, Lottie.** Objectives for the social subjects in grades 3, 4, 5 and 6. Master's, 1933. Colo.St.T.C.
1320. **Short, Harry C.** Pupils' concepts of quantitative terms in seventh grade and social science material. Master's, 1933. Iowa. 126 p. ms.
1321. **Stein, Lucy.** Study of the validation of the San Francisco junior high-school achievement tests in social studies for grades seven and eight. Master's, 1933. California. (California quarterly of secondary education, 9: 79, October 1933)
1322. **Swindler, Robert E.** Social studies instruction in the secondary schools with special reference to the curriculum, the library, the objectives and the unit system. New York, Prentice-Hall, 1933. 348 p. (University of Virginia)

1323. Waddell, Charles W., Seeds, Corinne A. and White, Natalie. Major units in the social studies. New York city, John Day company, 1932. 309 p. (University of California)

Discusses the present educational point of view with its practical application to the making of programs and the planning of work; art, music, and physical education as related to an integrated school program centered around the social studies; curriculum studies from the intermediate grades of the University elementary school of the University of California at Los Angeles, with enterprises centering about the social studies.

GEOGRAPHY

1324. Baker, Emily V. Suggested review activities in elementary school geography. Master's, 1933. Peabody. 196 p. ms.

Analyzes 114 questionnaire reports as to the type of review exercises elementary teachers are using in teaching geography and reports the carrying out of 5 review activities directed largely by the author in grades 5, 6 and 8 of a college training school.

1325. Childers, John M. A study to measure the retention of facts in United States geography as it is taught in the elementary grades. Master's, 1933. Oregon. ms.

1326. *Fishman, Sarah. The agriculture of New England. Master's, 1933. Boston Univ. 114 p. ms.

Provides excellent illustrative material for commercial geography, economics, history and vocational guidance classes in secondary schools of New England.

1327. Goodman, Fannie Ella. Teaching geography through continental study. Master's, 1933. Peabody. 104 p. ms.

1328. Haverstick, Mae Greybill. Geography teaching a means toward acquiring internationalism. Master's, 1933. T.C., Col. Univ. 30 p. ms.

Studies 800 children's ideas concerning other peoples.

1329. Hazen, Bessie M. Graphic representation of geographic materials by students in a teacher training institution. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 381-82)

Attempts to determine whether the 526 pupils studied could represent geographic materials by crude drawings well enough to illustrate their classroom projects with blackboard drawing.

1330. Horton, Lena M. - A study of knowledge of fact versus knowledge of relationship in a certain phase of geography. Master's, 1933. Iowa. 73 p. ms.

1331. Houk, Dale W. A comparative study of two general methods of teaching geography in grades 7 and 8. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 388-89)

Describes an experiment in which one section of seventh and of eighth grade pupils was taught by the traditional assignment-recitation method, and a second section of seventh and of eighth grade pupils was given a modified activity approach before the recitation proper.

1332. Katz, Samuel B. A comparison of the effects of the use of pictorial aids and of concrete materials upon proficiency in fifth and sixth year geography. Master's, 1933. Coll. of the City of N.Y. 77 p. ms.

Teaching with pictorial aids results in largely verbal comprehension, but truer understanding comes with the use of concrete materials.

1333. Kimber, George C. A course of study in geography on the junior college level with especial reference to the Sacramento junior college. Master's, 1933. Stanford. 272 p. ms.

1334. *Lackey, Earl E. A method of selecting and evaluating materials for a course in introductory geography for teachers' college students (with emphasis on the home region) for a professional subject-matter treatment. Doctor's, 1932. T.C., Col. Univ. Lincoln, Nebr., Wekesser-Brinkman company, 1933. 125 p.

1335. *McHugh, Margaret M. The relation between reading difficulties and the rate of achievement in geography in the third grade. Master's, 1932. New York. 81 p. ms.

Pupils in the third grade of the Locust Street school of Hazleton, Pennsylvania were used in the study.

1336. Van Tassel, Clyde D. A method of teaching geography in terms of the democratic ideal in education. Master's, 1933. Ohio. 107 p. ms.

1337. Weaver, Ruth Annette. A comparative study of selective activities in the teaching of geography. Master's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, vol. 8: 378-79)

1338. Wilson, Virginia Love. Junior high-school geography as a basis of success in high-school history. Master's, 1933. Phillips. 48 p. ms.

HISTORY

1339. Anders, Mrs. J. A. A study of two methods employed in teaching American history. Master's, 1933. Louisiana.

Compares the results secured in teaching by using a big unit type of organization with a daily recitation plan.

1340. Clark, Albert W. An experiment used in the teaching of American history in the grammar grades. Master's, 1933. Butler. 156 p. ms.

Finds that elementary pupils read and relish interesting historical material; that they gain historical knowledge; and that such knowledge deepens their appreciation of history as a subject.

1341. *Cleary, Harold J. The foreign policy of Theodore Roosevelt in relation to the acquisition of the Panama Canal Zone. Master's, 1933. Boston Univ. 95 p. ms.

1342. Cordier, Ralph Waldo. The promotion of social intelligence through the teaching of high-school history. Doctor's, 1933. Ohio. 150 p. ms. (Abstracts of doctors' dissertations, 11: 113-20. Reprinted)

Describes procedures used with junior high-school pupils.

1343. Couch, Paul E. State history in the public schools. Master's, 1933. Cincinnati.

1344. Dyson, Mrs. Ruth. An experimental study in early European history involving the Morrison method. Master's, 1933. West Texas St. T.C. 160 p. ms.

1345. Edwards, Jonathan W. The retention of United States history from the elementary to the secondary school level. Master's, 1932. Oregon. 63 p. ms.

1346. Eininger, H. J. Pupils information bearing on important concepts in American history, 1789-1796. Master's, 1933. Iowa. 80 p. ms.

1347. Frantz, Joseph Allen. Coincidence in history and geography. Master's, 1933. Temple. 184 p. ms.

1348. Gibson, Charles G. How do children study historical materials? Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 374-75)

Data indicate that children perform a considerable number of specific activities in study; that they do practically the same things college students and teachers do, although not in the same proportion.

1349. Heeren, Myra H. Comprehension of concepts of description in seventh elementary school. Master's, 1933. Coll. of the City of N.Y. 219 p. ms.

1350. Higgins, James Ellsworth. Vocational information through a course in United States history. Master's, 1933. Wittenberg. ms.

1351. Hirsch, Lou. Evaluation of the New York syllabus for history in the elementary school. Master's, 1933. Coll. of the City of N.Y. 219 p. ms.

Evaluates the New York City course of study in history for elementary schools, published in 1930, in the light of criteria gathered from representative and authoritative educational and historical writings.

1352. Holland, Alice Wilcox. Use of maps in teaching history. Master's, 1933. T.C., Col. Univ. 18 p. ms.

1353. Killian, Franklin K. The historical study of the evolution of the concept of governmental activity in the western world. Master's, 1932. Michigan. 92 p. ms.

Deals with the legislative, executive, and judicial activities directed at attainment of ends sought by authorities of governmental philosophies.

1354. King, Mary H. Comprehension of concept of location in history material. Master's, 1933. Iowa.

1355. Laughlin, William. An analysis of errors in the 1932 Minnesota State board examination in high-school American history. Master's, 1933. Minnesota. 83 p. ms.

1356. Lindquist, Everet F., Anderson, Howard B. and Wesley, Edgar B. Aids for history teachers. Testing in the social studies. Iowa City, University of Iowa, 1933. 24 p. (University of Iowa extension bulletin, no. 10)

1357. Lynn, Robert Joseph. A comparative study of the relative merits of the textbook recitation and the unit course methods of teaching European history to second year high-school pupils. Master's, 1933. Wittenberg. ms.

1358. McDonald, Ralph Waldo. An investigation of the study processes employed by high-school pupils in American history. Doctor's, 1933. Duke.

1359. McKim, George Leonard. An evaluation of the methods of teaching history. Master's, 1933. Boston Coll.

1360. Marsh, Ferns A. The quantitative aspect of history in the seventh grade. Master's, 1933. Iowa. 53 p. ms.

1361. Newburn, Harry Kenneth. The relative effect of two methods of vocabulary drill on achievement in American history. Doctor's, 1933. Iowa. 84 p. ms. (Abstract in: University of Iowa studies, new series no. 269. Series on aims and progress of research, no. 43. 1 p.)

Attempts to measure the effect of technical vocabulary drill upon the comprehension of vocabulary meanings and upon achievement in American history, and the relative value of two methods of drill procedure as indicated by the comprehension of vocabulary meanings and achievement in American history.

1362. Perry, Enos Cooper. The effect of certain specific study directions on achievement in tenth grade history. Master's, 1933. Northwestern. ms.

1363. **Pinckney, Sue E.** An analysis of elementary history content with reference to Negro life. Master's, 1933. Iowa. 93 p. ms.

1364. **Schrammel, H. E., Harper, Helen, and Smethers, Ferdinand.** Important historical personages, events, and dates. *Teaching*, 11: 20-25, December 1932. (Kansas State teachers college of Emporia)

Attempts to determine which historical personages and which historical events connected with them may be considered most important in teaching pupils of the upper elementary grades.

1365. ***Stokes, Lillie Martha.** The cartoon as a teaching device in history. Master's, 1933. New York. 64 p. ms.

Studies historical development of cartoon; examines history textbooks (1823-1933) for the purpose of observing the use of cartoons; and seeks justification for their use.

1366. **Thompson, Laura Ellen.** A procedure for teaching United States history to an eighth grade superior group. Master's, 1933. Colorado. (Abstract in: University of Colorado studies. Abstract of theses for higher degrees, 1933: 82-83)

1367. **Trammel, Ralph.** A large unit organization in teaching American history. Master's, 1932. Ala. Poly. Inst.

1368. **Weede, Robert O.** A study of the technical vocabulary of senior high-school students in American history. Master's, 1933. California. (California quarterly of secondary education 9: 79, October 1933)

1369. **Wisthuff, Oscar Henry.** Reorganization in history and civics for more effective teaching in the secondary school. Master's, 1933. Illinois.

1370. **Wohleber, Sister Mary Louis.** A comparative study of two methods of teaching American history in the eighth grade. Master's, 1932. Notre Dame.

1371. **Wright, Albert G.** American history vocabulary. Master's, 1933. Iowa. 93 p. ms.

CIVICS

1372. **Beard, Marshall R.** An experiment in the teaching of American government. Cedar Falls, Iowa State teachers college, 1932. 6 p. ms. (Research report no. 10)

Attempts to determine whether one instructor without assistants can teach a large class as effectively as a small one at the college level. Finds that in several courses classes twice the present size could be as efficiently handled by one instructor, without assistants, as are the smaller classes under the present system.

1373. **Brennan, Helen M.** The effect of teaching certain civic ideals in junior high-school. Master's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 8: 310)

Attempts to determine the effect that the teaching of certain civic ideals in the junior high-school had on the attitude and conduct of the pupils involved as compared with the attitude and conduct of pupils in the same grade who followed the regular course of study in civics as outlined for the Pittsburgh schools. There was a significant gain in attitudes of pupils taught by the indirect method.

1374. **Burton, R. H.** The development of a citizenship program in the Heavener, Oklahoma high-school from 1927-1932, inclusive. Master's, 1932. Okla. A. and M. Coll.

1375. **Clayton, John L.** A technique of study for American government. Master's, 1932. Wisconsin.

1376. Jacobson, Carroll C. A survey of civics knowledge of high-school seniors upon graduation from South Dakota high-schools. Master's, 1933. South Dakota. 54 p. ms.
1377. Klein, Elsa. The effectiveness of two types of assignment procedure: an experimental study with 9th grade pupils in community civics. Master's, 1933. Northwestern. ms.
1378. McKey, Rachel Moore. The status of civics in the senior high-school. Master's, 1933. Peabody. 61 p. ms.
1379. Millamed, Israel S. The origin and development of political science in the curriculum of the College of the City of New York. Master's, 1933. Coll. of the City of N.Y. 124 p. ms.
1380. Oakman, Otis Briggs, jr. Evidence of a new civics course as found in the junior high-schools of Massachusetts. Master's, 1933. Boston Univ. 105 p. ms.
1381. Perkins, Keith. A study of the difficulties of the teaching of civics. Master's, 1933. Michigan. 64 p. ms.
1382. Reber, Irma. Principle problems in the teaching of United States government in the senior high-schools. Master's, 1933. Michigan. 104 p. ms.
1383. Talbot, John Hamilton. The nature and scope of supplementary reading in high-school civics. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 88, October 1933)

PSYCHOLOGY.

1384. Americanian, Isabel. An educational and psychological study of vagabonds. Master's. 1933. Southern California. (California quarterly of secondary education, 9: 81, October 1933)
1385. Arons, Leon. Serial learning and generalized abstraction. Doctor's, 1932. Pennsylvania.
1386. *Asch, Solomon E. An experimental study of variability in learning. Doctor's, 1932. Columbia. New York, 1932. 56 p. (Archives of psychology, no. 143)
- Attempts to determine whether there is evidence of any relation between variations in a number of different mental tasks, within an individual.
1387. Barr, A. S. and Park, John S. An experimental study of functional learning. Journal of experimental education, 1: 9-18, September 1932. (University of Wisconsin)
1388. —A study of the amount of agreement found in the results of four experimenters employing the same experimental technique in a study of effects of visual and auditory stimulation of learning. Journal of educational research, 26: 35-45, September 1932. (University of Wisconsin)
1389. *Blake, William H. A preliminary study of the interpretation of bodily expression. Doctor's, 1933. T.C., Col. Univ. New York city, Teachers college, Columbia university, 1933. 54 p. (Contributions to education no. 574)
- Data indicate that one tends to interpret certain bodily expressions as indicative of certain dominating mental or emotional states.
1390. Boehme, Mary P. Phrenology—an early attempt to find an index of intelligence. Master's, 1933. Rutgers.

1391. **Bonzelet, Gertrude L.** A study of interest and intelligence. Master's, 1933. Wisconsin.
1392. **Braly, Kenneth Walter.** The influence of past experience in visual perception. Doctor's, 1932. Princeton.
1393. ***Bressler, Joseph.** Judgment in absolute units as a psychophysical method. Doctor's 1933. Columbia. New York, 1933. 69 p. (Archives of psychology, no. 152)
1394. **Brown, Forrest D.** An experimental analysis of the alleged criteria of insight of learning. Doctor's, 1933. Cincinnati.
1395. **Broxson, John Alfred.** The determination of a course in psychology for the high-school. Doctor's, 1932. Cincinnati.
1396. **Bugg, Eugene Gower.** An experimental study of factors influencing consonance judgments. A study from the psychological laboratory of Vanderbilt university. Princeton, N.J., Psychological review company, 1933. 100 p. (Psychological monographs, no. 201)
1397. **Cantril, Hadley.** General and specific attitudes. Princeton, N.J., Psychological review company, 1932. 109 p. (Psychological monographs, no. 102)
1398. ***Chen, William Key-Ching.** The influence of oral propaganda material upon students' attitudes. Doctor's, 1933. Columbia. New York City, 1933. 43 p. (Archives of psychology, no. 150)
- Attempts to secure sample attitudes of college students which are nothing but reactions toward various specific pro-Japanese and pro-Chinese statements on events in Manchuria in 1931 and 1932. Data indicate that the attitudes of college students change with the propaganda used, and that their attitudes were as much influenced by an emotional appeal as by a logical presentation of facts.
1399. **Cobb, Mrs. Margaret B.** Personality: its analysis and modification. Master's, 1933. Claremont. 243 p. ms.
1400. **Compton, Elmira Hargis.** A study of the relations of mental and physical abilities. Master's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 8: 313-14)
1401. **Conelley, Ross Earl.** The effect of position of pupils in the classroom upon recognition and recall of printed matter. Doctor's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 87-93)
1402. **Conrad, Herbert S.** The personal equation in ratings: 1. An experimental determination. Pedagogical seminary and Journal of genetic psychology, 41: 276-93, December 1932. (Offprinted) (University of California)
1403. ——— The personal equation in ratings: 2. A systematic evaluation. Journal of educational psychology, 24: 39-46, January 1933. (Reprinted) (University of California)
1404. **Cornett, Mary Gentry.** A study in integration. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 82, October 1933)
1405. **Crocker, Mabel A.** The organization and administration of community psychiatric clinics serving children in the United States. Master's, 1933. American Univ. 93 p. ms.

1406. *Dickenson, Henry Francis. Primary and secondary discriminative reactions. Doctor's, 1933. Peabody. Nashville, Tenn., George Peabody college for teachers, 1933. 55 p. (Contribution to education, no. 116)

Attempts to determine the attitudes which students assume toward primary and secondary discriminative reactions, the validity of the attitudes or assumptions as revealed, and to forecast the way of advance in developing thinking abilities in similar situations. Studies primary and secondary discriminative reactions to true-false testing situations.

1407. Dunnick, Martha G. An intensive case study of motor-confusion with relation to the prediction and prevention of learning difficulties. Master's, 1933. Ohio. 123 p. ms.

1408. Elton, Eunice Virginia. A study of interest and activity as a function of age and personality. Master's, 1932. Stanford.

1409. Eurich, Alvin C. Additional data on the reliability and validity of photographic eye-movement records. Journal of educational psychology, 24: 380-84, May 1933. (University of Minnesota)

1410. ——— Fourth and fifth grade standards for photographic eye-movement records. Pedagogical seminary and Journal of genetic psychology, 43: 466-71, December 1933. (University of Minnesota)

1411. ——— and Longstaff, H. P. Measured gains in psychology. Minneapolis, University of Minnesota, 1933. 11 p. ms.

1412. Fox, Olive G. An evaluation of certain tests of dominant handedness, eyedness and footedness and their interrelationships. Master's, 1932. Michigan. 68 p.

Studies 26 boys and 16 girls between the ages of four and seven years, in the kindergarten and first grade of the University elementary school, to determine the dominance of one hand, eye, or foot.

1413. Green, Verne Clifford. The psychological principle of implied comparison. Master's, 1933. Wittenberg. ms.

1414. *Gulliksen, Harold. Transfer of response in human subjects. Doctor's, 1932. Chicago. Journal of experimental psychology, 15: 496-516, October 1932. (Offprinted)

1415. Hall, Ada M. L. An analysis of the feelings and the emotions with special reference to their nature and abnormalities. Master's, 1932. State.

1416. *Harmon, Francis L. The effects of noise upon certain psychological and physiological processes. Doctor's, 1933. Columbia. New York City, 1933. 81 p. (Archives of psychology, no. 147)

Studies the effects of noise on individuals doing addition at top speed, the effect of noise on their metabolic rate, heart rate, and respiration, and traces possible adjustments or adaptation on their part when the experiments extended over a period of weeks or months.

1417. Hill, Lawrence B. A quarter century of delayed recall. Pedagogical seminary and Journal of genetic psychology. (West Virginia university)

1418. Holmes, Grace. A study in work decrement. Doctor's, 1933. Minnesota. 124 p. ms.

1419. Iowa. University. Studies in psychology no. 15. Princeton, N.J., Psychological review company, 1932. 303 p. (Psychological monographs, no. 194)

Contents: (1) Photophonographic analysis of the vocal disturbances in stuttering, by Bryng-Bryngelson, p. 1-30; (2) Action current and reflex time study of psychiatric and neurologic cases, by Donald W. Dysinger, p. 31-52; (3) Clinico-experimental approach

to the reeducation of the speech of stutterers, by Leo Bernard Fagan, p. 53-66; (4) Graphic stuttering, by Leo Bernard Fagan, p. 67-71; (5) Laboratory study of diagnostic indices of bilateral neuro-muscular organization in stutterers and normal speakers, by Herbert H. Jasper, p. 72-174; (6) Some common factors in reading and speech disabilities, by George A. Kelley, p. 175-201; (7) Remnant capacities of the feeble-minded, by William E. McClure, p. 202-17; (8) Dysintegration of breathing and eye movements in stutterers during silent reading and reasoning, by Elwood Murray, p. 218-75; (9) Causes of social maladjustment in children, by Herbert D. Williams, p. 276-300.

1420. ———— Studies in psychology, no. 16. Studies in clinical psychology under the direction of Lee Edward Travis. Princeton, N.J. Psychological review company, 1933. 86 p. (Psychological monographs, no. 198)

Contents: (1) The effect of pain and emotional stimuli and alcohol upon pupillary reflex activity, by W. Ralph Griggs Bender, p. 1-32; (2) Some neuro-physiological sources of action current frequencies, by Donald B. Lindsley, p. 33-60; (3) Comparative study of the achilles and the patellar reflex response latencies as measured by the action current and the muscle thickening methods, by Clarence L. Nystrom, p. 61-82.

1421. ———— Studies in psychology, no. 27. Studies in experimental and theoretical psychology. Princeton, N.J., Psychological review company, 1933. 121 p. (Psychological monographs, no. 199)

Contents: (1) Statistical comparison of psychophysical methods, by Forrest E. Lindler, p. 1-20; (2) Role of the concept in reading ability, by Paul G. Murphy, p. 21-73; (3) Threshold of feeling in the ear in relation to artificial hearing aids, by Scott N. Reger, p. 74-94; (4) Eye-movements of good readers, by Robert Y. Walker, p. 95-117.

1422. ———— Studies in psychology, no. 28. Studies in the psychology of art under the direction of Norman C. Meler. Princeton, N.J., Psychological review company, 1933. 188 p. (Psychological monographs, no. 200)

Contents: (1) Discrimination of compositional balance at the pre-school level, by Parmely Clark Daniels, p. 1-11; (2) Sensitivity of children of preschool age to rhythm in graphic form, by Constance C. Jasper, p. 12-25; (3) An experimental investigation of the sensitivity of children to compositional unity, by Katherine Snow Whorley, p. 26-45; (4) Technique for testing color harmony sensitivity in young children, by Eileen J. Williams, p. 46-50; (5) Sensitivity of children and adults to color harmony, by William E. Walton, p. 51-62; (6) Study of creative artistic imagination in children by the constant contact procedure, by Velma Bookhart Grippen, p. 63-81; (7) Playground behavior differentiating artistic from nonartistic children, by Mildred Dow, p. 82-94; (8) Variation in the aesthetic environment of artistic and nonartistic children, by Frances Rodgers, p. 95-107; (9) Psychophysical functions differentiating artistically superior from artistically inferior children, by Carolyn Tiebout, p. 108-33; (10) Psychophysical capacities and abilities of college art students of high and low standing, by Hildegard F. Dreps, p. 134-46; (11) Experimental investigation of the basic aesthetic factors in costume design, by Wilhelmina B. Jacobson, p. 147-84.

1423. Jackson, Chester Oscar. An experimental study of the effect of fear on muscular coordination. Master's, 1933. Illinois.

1424. Johnson, Lillian M. Similarity of meaning as a factor in retroactive inhibition. Master's, 1932. West. Ky. St. T.C. Journal of general psychology, 9: 377-89, October 1933.

Studies one factor in retroactive inhibition, which is one type of forgetting. The degree of retroactive inhibition was proportional to the degree of similarity between the materials used for the original and interpolated learning.

1425. Jones, Edwin S. General and specific factors in innate motor capacity. Master's, 1933. Iowa.

1426. Jones, Harold Ellis and Conrad, Herbert S. The growth and decline of intelligence; a study of a homogeneous group between the ages of 10 and 60, from the Institute of child welfare, University of California. Worcester, Mass., Clark university, 1933. 75 p. (Genetic psychology monographs, vol. 13, no. 3)

1427. **Kansas. University.** Studies in psychology, no. 1. Princeton, N.J., Psychological review company, 1933. 300 p. (Psychological monographs, no. 197)

Contents: (1) Problem of insightful behavior, by Ernest K. Patton, p. 98-124; (2) Analysis of the relationship between tactual and visual perception, by Thomas D. Cutforth, p. 125-52; (3) Tachistoscopic study of the differentiation of perception, by Robert L. Brigden, p. 153-66; (4) Qualitative analysis of the learning of human subjects on variable pattern mazes, by Donald F. Showalter, p. 167-94; (5) Study in the recall of perceived relations, by Cree Warden, p. 195-206; (6) Experimental study of rhythms, by Byron C. Sarvis, p. 207-32; (7) Maturation of the college student as evidenced by retests with the National council tests, by Onias B. Baldwin, p. 233-62; (8) Maturation of college students as evidenced by the eight semester average grade points, by Roy L. Roberts, p. 263-81; (9) Psychological investigation of the relation of illumination to aesthetics, by Warren W. Wilcox and Beulah M. Morrison, p. 282-300.

1428. **Kelly, Mary E.** Relation between eyedness and handedness. Master's, 1932. Temple. 83 p. ms.

1429. **Kenny, Helen E.** A study of backward associations established in learning paired associates in the forward order. Master's, 1933. Fordham. 50 p. ms.

Paired associates consisting of letter-number, word-number, word-word or a series of three unrelated words were learned by 515 high-school students. The relative strength of the forward and backward associations formed between the members of the pairs were tested by using the first member of the pair as the stimulus in some cases and the second member in other cases. Backward associations were formed with from 63 to 79 per cent of the efficiency with which the forward associations were formed.

1430. **Kesler, Mary.** The relationship between a measure of emotional adjustment, biblical information, activity, participation and certain conduct measures. Master's, 1933. Northwestern. ms.

1431. **Killian, Carl Dan.** The effect of the number of readings upon meaningful and rote memory of the same material. Doctor's, 1933. Ohio. (Abstracts of doctors' dissertations, 11: 37-46. Reprinted)

Studies the effect of the number of readings on the recognition-memory for prose passages reproduced verbatim versus the recognition-memory for the same passages reproduced in altered form but preserving the same meaning.

1432. **Koch, Alfred B.** Studies in personality I. Master's, 1933. Kan. St. T.C., Emporia. 27 p. ms.

1433. **Koch, Helen Lois and others.** A study of the nature, measurement, and determination of hand preference. Worcester, Mass., Clark university. 1933. 104 p. (Genetic psychology monographs, vol. 13, no. 2)

1434. **Langhorne, Maurice Curtis.** Age and sex differences in pursuitmeter learning. Doctor's, 1932. Ohio. (Abstracts of Doctor's dissertations, no. 9, p. 159-65. Reprinted)

A total of 45 boys and 33 girls, ranging in age from seven to 17 years, were taught to operate a Renshaw-Welss pursuitmeter. Data indicate that the rates and limits of improvement from practice increase with an increase in chronological age; subjects seemed to fall into definite age groups; the period of greatest improvement in skill appeared during, or near the beginning of the adolescent period; boys learn to manipulate the machine more readily than do girls; there is almost no correlation between the initial and final status of performance in the case of the male subjects; the curves for the girls are more sharply differentiated.

1435. **Larson, C. W.** The effect of fatigue on the accuracy of movement of the lower extremities in slow and fast movements. Master's, 1933. Iowa.

1436. **Lewis, Don.** Physical correlative of certain "subjective" auditory phenomena. Master's, 1932. Iowa.

1437. **McCue, Celia Jean.** A study of the effect of length, practice, and degree of learning upon the reliability of nonsense syllables scores and relation of length of list to its difficulty. Master's, 1933. Kans. St. T.C., Emporia. 40 p. ms.

1438. **McCullough, Edna.** A double cycle giving a visual representation of rhythm. Master's, 1933. Iowa.

1439. **McDonald, Helen Emary.** The effect of rate of reading on delayed recall. Master's, 1933. Northwestern. ms.

1440. **McDowell, Joseph V.** A study of the relationship of retention memory to repression. Master's, 1932. Iowa.

1441. **McKnight, Emmette F.** Relationships between expressed preferences and mental abilities of ninth grade boys. Master's, 1932. Okla. A and M. Coll. 52 p. ms.

1442. **McKnight, Roberta Vae.** A psychological self-analysis. Master's, 1933. Iowa.

1443. **Markey, Frances Virginia.** A review of studies on imagination. Master's, 1933. T.C., Col. Univ. 40 p. ms.

Studies of imagery; experimental attacks using completion, ink blot, questionnaire, interview and other methods, educational theories and applications. Finds much variation in opinions and results of experiments, need for further research, especially in education.

1444. **Marquis, Jean Lillian.** Constancy of the IQ as related to sex and other variables. Master's, 1932. Stanford.

1445. **Meserve, Cecille A.** Status of relationship of motor ability and mental ability. Master's, 1933. New Hampshire. 57 p. ms.

1446. **Miller, W. S.** Variation of IQ's obtained from group tests. *Journal of educational psychology*, 24: 468-74, September 1933. (University of Minnesota)

1447. **Mueller, Ralph.** The effect of encouragement and discouragement upon introverts, ambiverts, and extroverts in mirror drawing. Master's, 1932. Michigan. 120 p. ms.

1448. **Nemzek, Claude L.** The constancy of the IQ. *Psychological bulletin*, 30: 143-68, February 1933. (University of Minnesota)

1449. **Orrico, Alphonso J.** A course in psychology for secondary schools. Master's, 1933. T.C., Col. Univ. 26 p. ms.

1450. ***Outhit, Marion Currie.** A study of the resemblance of parents and children in general intelligence. Doctor's, 1933. Columbia. New York City, 1933. 60 p. (*Archives of psychology*, no. 149)

Date on 51 families furnished material for the study of the resemblances between parents, resemblance between children, resemblance between parents and children, parent differences and variability of offspring, relation of parent education, occupation and age, as well as order of birth and size of family to the intelligence of offspring.

1451. **Peters, Sister M. Fridiana.** An investigation of the problem of dementia praecox and its educational implications. Master's, 1932. Ind. St. T.C.: 130 p. ms. (Abstract in: *Indiana State teachers college. Teachers college journal*, 4:281-83, July 1933)

Attempts to determine the extent, nature, early manifestations, and causes of dementia praecox; the bearing of home and school life upon this mental disorder; and the possibilities of prevention which are open to parents and teachers.

1452. Phillips, Eleanor Carr. The role of Gestalt in memorizing. Master's, 1933. Wellesley.

1453. Price, Guy V. American optimism: its sources and forms. Doctor's, 1932. Duke. Kansas City, Mo., Western Baptist publishing co., 1932. 297 p. Contains a chapter on our educational optimism.

1454. Quinn, John J. The scientific method as a guide in all valid reasoning. Master's, 1933. Fordham.

1455. Rains, Ted Elizabeth. A study of the learning curve. Master's, 1933. Tennessee. 99 p. ms.

1456. Rappaport, Mitchell Erik. Robert Burton and the "Anatomy of melancholy" as a psychological source book. Master's, 1933. T.C., Col. Univ. 85 p. ms.

Studies the "Anatomy of melancholy" in an effort to see what this 300 year old book has to offer for students in psychology and psycho-pathology, especially in respect to Burton's relation to modern authorities, and finds that it contains many principles on the nature of abnormality and of therapeutic techniques and mental hygiene which are valid today.

1457. Rasmus, Mildred. A study in the degeneration of the emotions. Master's, 1933. Iowa.

1458. Beger, Scott Nicholas. The threshold of feeling in the ear in relation to artificial hearing aids. Doctor's, 1933. Iowa. (Abstract in: University of Iowa studies, new series no. 269. Series on aims and progress of research, no. 43. 1 p.)

1459. Remmers, H. H. Learning, effort, and attitudes as affected by three methods of instruction in elementary psychology. Lafayette, Ind., Purdue university, 1933. 48 p. (Purdue university, Bulletin, vol. 33, no. 6. Studies in higher education 21)

Describes three experiments in methods of instruction. The methods evaluated were (1) lecture-recitation, two lectures a week for groups between 150 and 170 students and one recitation a week with the large group broken into four separate classes; (2) small recitation groups of from 35 to 40 students meeting three times a week; and (3) a large lecture group of 125 students meeting three times a week for lectures only.

1460. Roy, Herman Theodore. A critical study of inhibition. Master's, 1933. John Carroll.

1461. *Schanck, Richard Louis. A study of a community and its groups and institutions conceived of as behaviors of individuals. Doctor's, 1932. Syracuse. Princeton, N.J., Psychological review company, 1932. 133 p. (Psychological monographs, no. 195)

1462. Scher, Julian M. A compilation of simple mnemonic devices for occasional use in the classroom, with a brief history of mnemonics in education. Master's, 1933. Coll. of the City of N.Y. 148 p. ms.

Part I presents a brief history of mnemonics in education. Part II presents a compilation of simple mnemonics which are occasionally taught in primary, secondary and higher schools.

1463. Schultz, Richard Samuel. A study of the two story duplicate maze. The relation of maze adaptability, maze learning, and general intelligence. Doctor's, 1932. Pennsylvania.

1464. Selig, Kalman. The validity, reliability and accuracy of teachers' estimates of intelligence. Master's, 1933. Coll. of the City of N.Y. 76 p. ms.

Analyzes the factors of age, personality and acquaintance as they operate in the validity, reliability and accuracy of teachers' estimates of intelligence.

1465. Shapiro, Aaron. The relationship between ability in history to ability in reading and general intelligence. Master's, 1933. Coll. of the City of N.Y. 76 p. ms.

Studies the relationships between history, reading and general intelligence by means of the partial correlation technique on a population of 600 elementary and junior high-school pupils.

1466. Shively, Gerald Davis. A study of the psychological factors of attention in figures of speech. Master's, 1932. Northwestern.

1467. *Smith, Wiley F. The relative quickness of visual and auditory perception. Doctor's, 1932. Peabody. Nashville, Tenn., George Peabody college for teachers, 1933. (Offprinted from *Journal of experimental psychology*, 16: 239-57, April 1933)

Attempts to determine the relative speed of the visual and auditory processes when varying intensities of the sound stimulus are paired with varying intensities of the light stimulus. The subjects used were 80 college students taking work in general psychology in the Jesup psychological laboratory. Data indicate that the relative quickness of visual and auditory perception is affected by changes in the intensity of either stimulus.

1468. Smithies, Elsie M. Case studies of normal adolescent girls. New York City, D. Appleton and company, 1933. 284 p.

Deals with 11 girls who are temporarily maladjusted, and discusses the problems of self-distrust, physical disability, exhibitionism, volitional retardation, parental dominance, shame, and inferiority complexes.

1469. Smoke, Kenneth L. An objective study of concept formation. Princeton, N.J., Psychological review company, 1932. 46 p. (Psychological monographs, no. 191)

1470. Stanne, Peter F. The influence of personality on the mnemonic process. Master's, 1933. Mass. St. Coll. 158 p. ms.

1471. Stolen, Kermit L. The effect of interest in an elementary school subject upon attainment in that subject. Master's, 1933. Wisconsin.

1472. Taylor, W. S. A critique of sublimation in males: a study of 40 superior single men. Worcester, Mass., Clark university, 1933. 112 p. (Genetic psychology monographs, vol. 13, no. 1)

The subjects of the study ranged in age from 21 to 38 years, and stood high in the graduate and professional schools of several leading universities.

1473. Theman, Viola. Organization and practices of psycho-educational clinics in institutions of higher education. Master's, 1933. Northwestern. ms.

1474. Thorndike, Edward L. and the staff of the Division of psychology, Institute of educational research, Teachers college, Columbia university. An experimental study of rewards. New York city, Teachers college, Columbia university, 1933. 72 p. (Contributions to education, no. 580)

Presents an independent experimental proof of the strengthening influence of a satisfying state of affairs upon the connection of which it is the after-effect and important new facts concerning the method of action of that influence.

1475. Tomlinson, Charles. Studies in memory. Master's, 1932. Kans. St. T.C., Emporia. 47 p. ms.

1476. Towle, Ruth Celia. A study of certain units of behavior and their implications. Master's, 1932. New Hampshire.

1477. Tryon, Caroline McCann. On the nature of "speed" and its relation to other variables. *Journal of general psychology*, 8: 198-216, January 1933.

Discusses theories concerning the relation of speed and altitude, and describes experimental techniques and results in previous studies.

1478. Tryon, Caroline McCann and Jones, Harold E. The relationship between "speed" and "altitude". *Journal of experimental psychology*, 16: 98-114, February 1933.

1479. *Tuckman, Jacob. The influence of varying amounts of punishment on mental connections. Doctor's, 1933. T.C., Col. Univ. New York city, Teachers college, Columbia university, 1933. 45 p. (Contributions to education, no. 590)

Attempts to determine what influence variations in the amount of punishment have upon the direct strengthening or weakening of a mental connection, or whether variations in intensity of punishment make for differential effects. Data indicate that no intensity of punishment prevented the occurrences of the punished connections from being harmful to learning.

1480. Van Buskirk, William Lynford. An experimental study of vividness in learning and retention. Doctor's, 1932. Pennsylvania.

1481. Walker, Robert Yule. The eye-movements of good readers. Doctor's, 1933. Iowa. (Abstract in: *University of Iowa studies*, new series no. 209. Series on aims and progress of research, no. 43. 1 p.)

Studies 50 subjects selected from the entering classes of the University of Iowa on the basis of their ranking in the top decile of the University of Iowa qualifying examination and the Iowa silent reading test.

1482. Wallick, Earl E. A critical analysis of Gestalt psychology. Master's, 1932. Temple. 127 p. ms.

Attempts to show the main points of the Gestalt theory as promoted by its leaders and to analyze their hypotheses.

1483. Wenger, Marion A. Genesis of maze learning ability in infants. Master's, 1933. Iowa.

1484. Wilmoth, L. May. Configurational and trial and error learning—a comparison. Doctor's, 1932. Cincinnati.

MUSIC EDUCATION

1485. Bebermeyer, Orion Gideon. Music curriculum offerings and pupil elections in senior high-schools. Master's, 1933. Southern California. (*California quarterly of secondary education*, 9: 81, October 1933)

1486. Beyer, Hannie. The status of public school music in 29 Wisconsin cities having a population of over 5,000. Master's, 1933. Wisconsin.

1487. Bogen, David. The significance of tonal memory and sense of pitch in musical talent. Master's, 1933. Southern California. (*California quarterly of secondary education*, 9: 81, October 1933)

1488. Brand, Anna Rosina. Activities in the teaching of pitch and true intonation. An inventory of practices in selected elementary school classes. Master's, 1933. Northwestern. ms.

1489. Burns, Samuel T. A measure for music reading ability of third grade children. Master's, 1933. Northwestern. ms.

1490. Burtness, Rhoda Ruby. Methods of instruction in public school piano classes. Master's, 1933. Southern California. (*California quarterly of secondary education*, 9: 88, October 1933)

1491. Butler, Joe Ella. Status of music in the elementary schools of Texas. Master's, 1932. Northwestern.

1492. *Byrens, Florence Cooles. An experiment in the relative value of certain compositions for use in the senior high-school music appreciation class. Master's, 1933. Southern California. 239 p. ms.

Discusses related literature, tests and measurements in music, listening as a phase of music appreciation, and experiments conducted with senior high-school students.

1493. Carter, Lucille. An experimental study of the musical interests of high-school students. Master's, 1933. Michigan. 115 p. ms.

1494. Chadwick, J. Elbert. Predicting success in sight-singing. Journal of applied psychology. (Colorado State teachers college, Greeley)

1495. Curry, Irma Loraine. A study of the changing content of music courses offered in public secondary schools. Master's, 1933. Illinois.

1496. Dietz, Margaret E. An analysis of selected orchestral material in developing orchestras below grade nine, inclusive. Master's, 1933. Iowa.

1497. Donmeyer, Byron C. Recent trends with reference to music in Kansas high-schools. Master's, 1933. Kansas. 50 p. ms.

Compares the extent of musical activities in the high-schools of Kansas during the period of prosperity, 1925-1929, with the period of economic depression, 1930-1933.

1498. Dvorak, Leo. Problems in adapting the finale of Dvorak's "New world symphony" for high-school orchestra. Master's, 1933. Iowa.

1499. *Elsmith, Leonard. Problems of experimental didactics in school music education in pre-college years. Doctor's, 1933. New York. 157 p. ms.

Discusses the history of music education in the United States and its parallel points in music education in foreign schools; the purposes of music education; instrumental and vocal music, appreciation, and the creative impulse, and presents several factors for special consideration.

1500. Eneboe, Rose A. The musical aptitude of 740 high-school students of different nationalities. Master's, 1933. Northwestern. ms.

1501. *Engel, Frederick E. A study of the mood responses to music of junior and senior high-school students, on the basis of selection and sex. Master's, 1933. Syracuse. 89 p. ms.

Reports a study carried on during the school year 1932-33 in the Abraham Lincoln high-school, Des Moines, Iowa.

1502. Erickson, Forrest May. The training and administration of senior high-school choral organizations. Master's, 1933. Northwestern. ms.

1503. *Erlanson, Paul A. A study of some personality traits of music students. Master's, 1933. Syracuse. 96 p. ms.

Attempts to determine whether the study of music affects the character and personality of music students to the extent claimed by various authors.

1504. Fields, Frances F. An analysis of teaching practices in selected seventh and eighth grade music classes. Master's, 1933. Northwestern. ms.

1505. Finley, Frances F. The improvement of pitch performance of rural children. Master's, 1933. Ohio Wesleyan. 62 p. ms.

Sets up an individual remedial program for improvement of monotonies in grades 8 through 12, and studies the effectiveness of the program with 43 children over a period of 14 weeks.

1506. Fuhrmann, William A. Public school music in the United States; a history, its present scope; a brief survey of current practices and newer tendencies. Master's, 1933. Stanford. ms.

1507. Gardner, Charles B. An historical study of public school music tests. Master's, 1932. Cincinnati.

1508. Gibson, Mary L. A survey of the content of five elementary music systems. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 375-76)

1509. Hamer, Mabel Miner. Exercises versus pieces in teaching music. Master's, 1933. Southern California (California quarterly of secondary education, 9: 84, October 1933)

1510. Harris, Virginia. Should a boy be allowed to sing while his voice is changing, or should he play an instrument? Master's, 1932. Okla. *A. and M. Coll.* 59 p. ms.

Data indicate that a large percentage of the music supervisors, voice teachers, and public school music teachers interviewed felt that a boy should be allowed to sing during adolescence.

1511. Haugen, Myrtle C. An adaptation of Scandinavian folk songs for use in American schools. Master's, 1933. Northwestern. ms.

1512. Henderson, Mack T. Rhythmic organization in artistic piano performance. Doctor's, 1933. Iowa. (Abstract in: University of Iowa studies, new series no. 269. Series on aims and progress of research, no. 43. 1 p.)

1513. Henshaw, Hugh Ely. The effect of practice on pitch discrimination. Master's, 1933. Michigan. 75 p. ms.

1514. Hilty, Roy V. A study of the organization and administration of the junior high-school boys' glee club. Master's, 1933. Ohio. 60 p. ms.

1515. Hogle, Frances E. An analysis of selected music for high-school chorus. Master's, 1933. Iowa.

1516. Horn, W. R. A study of music education in the senior high-schools of western Kansas. Master's, 1932. Kans. St. Coll., Fort Hays. 65 p. ms.

1517. Hudson, Adelaide H. Certain effects of teaching music appreciation upon radio listening. Master's, 1933. Northwestern. ms.

1518. *Hughes, Charles William. Chamber music in American schools. Doctor's, 1933. T.C., Col. Univ. Mount Vernon, N.Y., Freybourg printing company, 1933. 202 p.

Studies the part chamber music played in the social life of the past and how the members of such groups were educated; examines the different instruments used in chamber music; and formulates a plan for the use of chamber music in modern schools.

1519. Igou, O. Lincoln. The attainments and contributing factors in music of pupils in the 8th and 12th grades of two neighboring school systems. Master's, 1933. Northwestern. ms.

1520. Jackson, Louise Hull. The relation of the creation of musical masterpieces to age. Master's, 1933. T.C., Col. Univ. 67 p. ms.

Studies 11 outstanding composers of music and finds that more masterpieces were composed after the age of 49 than before that age.

1521. Jacobson, Ole Irving. Dynamic and temporal control in music. Doctor's, 1932. Iowa. (Abstract in: University of Iowa studies, new series no. 269. Series on aims and progress of research no. 43. 1 p.)

1522. Kwalwasser, Jacob. Problems in public school music. New York, M. Witmark and sons, 1932. 159 p. (Syracuse university)

1523. Lamek, Rev. John. Music instruction in Catholic elementary schools. Doctor's, 1933. Catholic Univ. 91 p.

1524. **Lamp, Charles Joachim.** The experimental determination of aptitude for specific musical instruments. Doctor's, 1933. California. 82 p. ms.

Devises a method of experimental determination of aptitude for the modern orchestral and band instruments of the brass, string and woodwind types, and demonstrates the value of this for prognosis.

1525. **Lewis, Roland Eden.** A study of the requirements for State certification and city school requirements for qualification of teachers and supervisors of public school music. Master's, 1932. Northwestern.

1526. **Lewison, E. Mildred.** A comparative study of certain class piano methods. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 85, October 1933)

1527. **Linnell, Adelalde.** A critical survey of literature concerning music appreciation in elementary schools. Master's, 1933. Iowa.

1528. **McCracken, Suzannah.** A comparison of teaching activities in music classes using different types of method. Master's, 1933. Northwestern, ms.

1529. **McMichael, Gertrude Rogers.** Story telling as an aid to interpretation and appreciation of music. Master's, 1932. Okla. A. and M. Coll.

Describes an experiment conducted in the first four grades of the training school of the Northeastern teachers college. Data indicate that the children who were given a story background with the songs gained in appreciation, in ability to concentrate, in ability to recognize the song, in powers of interpretation, and in enthusiastic response to a greater degree than did the children who were taught the songs without the story background.

1530. **Meier, Louis.** A survey of musical development in selected communities of the Lake Superior region. Master's, 1933. Iowa.

1531. **Meyer, Arthur T.** An adaptation of Pleyel's duos for use in training high-school string quartets. Master's, 1933. Iowa.

1532. **Nelson, Carl.** Problems in adapting Mozart's "Magic flute" overture for high-school band. Master's, 1933. Iowa.

1533. **Nordling, Robert.** The interests of certain members of Michigan all-State high-school orchestra. Master's, 1933. Michigan. 200 p. ms.

1534. **O'Callaghan, Anne Grace.** The status of music in the secondary schools of Tennessee. Master's, 1933. Peabody. 81 p. ms.

Studies the history of music in secondary education, objectives and practice in outstanding school systems, and current practice in Tennessee.

1535. **Osling, Julia W.** Current practices in the teaching of ear training and sight singing in selected colleges, universities and conservatories. Master's 1933. Northwestern. ms.

1536. **Ostrander, Annie Marie Clark.** A suggested course of study in vocal training to meet the California requirements for the special music credential. Master's, 1933. Stanford. 33 p. ms.

1537. **Patton, Alice Grace.** Origin and development of music methods in the American public schools. Master's, 1932. South. Methodist.

1538. **Petran, Laurence A.** An experimental study of pitch recognition. Princeton, N.J., Psychological review company, 1932. 123 p. (Psychological monographs, no. 193)

1539. **Popkins, James Robert.** The credit value of music in Kansas high-schools. Master's, 1932. Kans.St.T.C., Pittsburg.

1540. **Potter, Grace.** A study of the evaluation of piano composition by junior high-school students. Master's, 1933. Oregon. 29 p. ms.

1541. **Quinn, Eleanor E.** A study of violin class instruction in the junior and senior high-schools of the Middle states association of colleges and secondary schools. Master's, 1933. Temple. 98 p. ms.

Finds that class instruction in violin is becoming an important part of music courses in schools.

1542. **Rafshol, Martin C.** Status of bands and orchestras in four year and senior high-schools of North Dakota, Michigan, and Illinois. Master's, 1932. Northwestern.

1543. **Roberts, Helen H.** A study of music appreciation as an integral part of the unit organization of the elementary curriculum. Master's, 1933. Cincinnati.

1544. **Sain, Gerald.** A frequency analysis of musical terms found in piano compositions. Master's, 1933. Colo.St.T.C.

1545. **Sanderson, Alice.** The status of music instruction in schools for the blind in the United States. Master's, 1933. Northwestern. 9 p. ms.

Data were secured from 76 schools or departments for the blind. Striking differences were found between the amount and kind of music instruction in the residence and day schools. Most of the schools studied employ both blind and sighted music teachers. Data indicate that music has wider value for the blind than for the sighted.

1546. **Saul, Marie A.** Lists of musical compositions for grades 7, 8, and 9 based on pupil interest. Master's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 8: 365-66)

1547. **Schirrmann, C. F.** A study of the monotone. Master's, 1933. Cincinnati.

1548. **Schoonover, Florence Fern.** The status of public school music in Colorado. Master's, 1933. Colo.St.T.C.

1549. **Schrammel, H. E. and Howland, Betsy.** The status of music theory in departments of music of colleges and of universities. Teaching, 11: 13-15, December 1932. (Kansas State teachers college of Emporia)

1550. **Seashore, Carl E.** Approaches to the science of music and speech. Iowa City, University of Iowa, 1933. 15 p. (University of Iowa studies, new series, no. 218. Series on aims and progress of research, no. 41)

Describes research work done recently in the science of music and speech at the University of Iowa.

1551. **Seashore, Harold Gustav.** An analysis of vocal performance. Doctor's, 1933. Iowa. (Abstract in: University of Iowa studies, new series no. 260. Series on aims and progress of research, no. 43. 1 p.)

1552. **Shrader, Russell Edwin.** The organization and administration of high-school bands. Master's, 1933. Texas.

1553. **Sloan, Don Alvin.** Handbook on methods in music for elementary unsupervised teachers. Master's, 1932. Kans.St.T.C., Pittsburg.

1554. ***Smith, Samuel.** Music supervision in Connecticut public schools (case studies, methods, recommendations, principles) Doctor's, 1933. New York. 2 vols. 772 p. ms.

Studies scientifically the supervisory practices, problems and methods in 24 cities and towns, and offers suggestions for changes for individual communities and for the State as a whole.

1555. **Smith, Ventura.** Relation between mental ability and the production of vocal tone. Master's, 1933. Texas St. Coll. for Women.

Analyzes results of tests given to 60 first grade children in an effort to discover what mental factors and motor ability are closely correlated with tone production. The results show negligible relations between mental ability and vocal tone production. Girls were found to be quite superior to boys in initial ability of tone production.

1556. **Spangler, Harry.** An historical and experimental study of the motor aspects of piano-forte playing. Master's, 1933. North Carolina.

1557. **Starr, Minnie E.** Determination of pitch and quality of the voices of boys from 11 to 15 years. Master's, 1933. Northwestern. ms.

1558. **Steigerwald, Arthur F.** Problems in re-adapting Wagner's "Tannhauser overture" for use by high-school orchestras. Master's, 1933. Iowa.

1559. **Steiner, Sylvia L.** The correlation of music with other subjects in the fifth and sixth grades. Master's, 1933. Northwestern. ms.

1560. **Stevenson, Carrie Pauley.** Status of music in the affiliated high-schools of Texas giving credits in music. Master's, 1933. West Texas St.T.C. 140 p. ms.

1561. **Thomson, Blanche C.** The development of a supervisory program in music based upon teacher initiative. Master's, 1933. Northwestern. ms.

1562. **Ullemeyer, Grace.** Practices in music supervision in selected school systems. Master's, 1933. Northwestern. ms.

1563. **Vincent, John Nathaniel, jr.** A study of devices used in teaching musical rhythm. Master's, 1933. Peabody. 107 p. ms.

1564. ***Wascho, Alec, jr.** The effects of music upon pulse rate, blood-pressure and mental imagery. Doctor's, 1933. Temple. Philadelphia, Pa., Temple university, 1933. 269 p.

Presents objective measurements of the effect of certain types of music upon the physiological changes of pulse rate and blood-pressure, and to correlate these changes with mental imagery.

1565. **Wisnall, E. Jane.** A study of the music activities of children in the kindergarten and first grade. Master's, 1932. Cincinnati.

ART EDUCATION

1566. **Blasingame, Marguerite Louise.** An extension course in art appreciation for the adult layman. Master's, 1932. Stanford.

1567. **Bolstad, Arthur.** Procedures used in teaching mechanical drawing. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 82, October 1933)

1568. **Brown, Bessie C.** A study of color. Master's, 1933. Ind.St.T.C. 80 p. (Abstract in: Indiana state teachers college. Teachers college journal, 4: 304-305, July 1933)

Attempts to determine to what extent art is being taught in the public schools and whether or not color is being taught as a separate unit of art instruction; to make a tentative course of study for teaching color in the grades; and to compile in one study the subject matter necessary for the knowledge and teaching of color.

1569. **Brown, Dewey Wheeler.** Content of senior high-school drawing excluding art drawing. Master's, 1933. Wichita. 80 p. ms.

1570. Chandler, Albert B. A bibliography of experimental aesthetics 1865-1932. Columbus, Ohio State university, 1933. 25 p. (Ohio State university studies. Bureau of educational research mimeographs, no. 1)

Lists the original reports of the psychological experiments in the field of aesthetics and the more important books and articles which give critical summaries or interpretations of such experiments.

1571. Converse, Amasa B. Some factors influencing color preference. Master's, 1933. North Dakota.

1572. Cushing, Clive Bradshaw. The teaching of etching. Master's, 1932. Stanford.

1573. Fetcher, Clyde. A history of art education. Master's, 1933. Brigham Young. ms.

1574. Glace, Margaret F. Schaeffer. Art education: a vitalizing factor in the elementary activities program. Master's, 1933. Peabody. 90 p. ms.

Finds that the study of art can be used as a supplement to and an integration of all the other subjects of the curriculum, and that it functions best when used in this way.

1575. Green, Madeline. The correlation of English and art. Master's, 1933. N.Y. St. Coll. for Teach.

1576. Guest, Phoebe Mary. Methods of teaching drawing in the grades. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 83, October 1933)

1577. Hall, Mary E. M. Some points of art interest in eight European art centers. Master's, 1933. Peabody. 142 p. ms.

Shows the location of points of art interest for use as manuals in history of art classes.

1578. Hess, Norman F. Design of a course in mechanical drawing for public school work. Master's, 1933. Penn. State.

1579. Hewitt, Sara Frances. A survey of art education in the secondary schools of Texas. Master's, 1933. Texas.

1580. Kaiser, Estelle Elizabeth. An analysis of the art curriculum in the secondary school. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 393-94)

1581. Kline, Linus Ward and Carey, Gertrude L. A measuring scale for free-hand drawing. Part 2. Design and composition. Baltimore, Md., Johns Hopkins press, 1933. 58 p. (Johns Hopkins university. Studies in education, no. 5)

A total of 36,962 drawings from public schools in 12 cities in 8 states were used in evolving a measuring scale for design and composition in free-hand drawing.

1582. Leatherman, Lena Ruth. Children's drawings—the effect of color and neutral tones upon the variety and number of interests. Master's, 1932. Northwestern.

1583. Lippert, Margaret C. A proposed course of study in art for the junior high-school of East St. Louis, Ill. Master's, 1933. Iowa. 180 p. ms.

1584. Moore, Georgia Ethel. The teaching of art appreciation to college freshmen. Master's, 1932. T.C. Col. Univ. 49 p. ms.

1585. Nellis, Allen A. Architectural models as a teaching device. Master's, 1933. Ohio. 118 p. ms.

1586. **Nugent, Frances Roberts.** Objective practices in art in the elementary classroom. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 90, 1933)

1587. **Petsch, Arthur M.** The use of illustrative drawing for improving instruction. Master's, 1933. Colo.St.T.C.

1588. **Rising, Dorothy Milne.** A critical evaluation of contemporary art for its usefulness in the public high-school curriculum. Master's, 1933. Washington. 83 p. ms.

Data indicate that the objectives upon which public high-school courses in art are based have improved; criteria for evaluating art have changed; the dynamic effects produced by contemporary art appeal to youth.

1589. **Rodgers, Frances.** The function of environment in the determination of artistic talent. Master's, 1932. Iowa.

1590. **Salter, Lucy.** Commercially available illustrative material in the field of art appreciation. Master's, 1933. Peabody. 92 p. ms.

Studies various types of illustrative materials such as models, casts, objects, lantern slides, photographs, photostats, prints, and motion picture films to be used in the study of architecture, sculpture, painting and the minor arts.

1591. **Schwab, Dorothy C.** An analysis of the research in art education. Master's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 8: 366-67)

Analyzes 178 research studies in aesthetics, art education, color and drawing written between 1894 and 1932.

1592. ***Starbird, Pearl.** Field trips in art in greater Boston: a handbook for teachers and students. Master's, 1933. Boston Univ. 153 p. ms.

1593. ***Stevenson, Robert Louis.** The function of art education in the junior high-school. Master's, 1933. Boston Univ. 114 p. ms.

Gives a brief history of art education in the United States; discusses the value and present trend of art education; the development and function of the junior high-school; and the function of art education in the junior high-school.

1594. ***Sturtevant, Ruth Sheldon.** Creative art in the nursery school. Master's, 1933. Boston Univ. 94 p. ms.

Discusses stages in the development of expression in drawing, reviews literature in the field of creative art; studies and analyzes the colored drawings of a nursery school group.

1595. **Sumerwell, Berneca.** Relative values of incidental and formal teaching of art principles. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 91, October 1933)

1596. **Terry, Marlon Baker.** Art appreciation versus technical skills in art in the junior high-school. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 91, October 1933)

1597. **Townsend, Helen E.** Historical classification of art material in Washington, D.C.: according to the course of study for art history and appreciation in the high-schools of the District of Columbia. Master's, 1933. American Univ. 95 p. ms.

1598. **Van Deventer, Ralph F.** The teaching of mechanical drawing in Illinois high-schools. Master's, 1933. Northwestern. ms.

1599. **Wallrabenstein, Jessie.** How can art appreciation be presented to farm women in order to develop artistic sensitiveness? Master's, 1933. West Texas St.T.C. 200 p. ms.

1600. **Waltner, Lena.** The unit organization of the elementary art curriculum. Master's, 1933. Colo.St.T.C.

1601. **Whipple, Beatrice Franklin.** A plan for a brief course in appreciation of architecture for high-school students in a period of two months. Master's, 1933. T.C., Col. Univ. 32 p. ms.

1602. **Wigen, Ray A.** Related information in mechanical drawing. Master's, 1933. Minnesota.

1603. **Williams, Walter Rollin, jr.** Pottery in the secondary school. Master's, 1933. Ohio. 140 p. ms.

1604. **Wineland, Lisle Garber.** A study to determine teaching content for an architectural drawing course in senior high-school. Master's, 1932. Miami. 96 p. ms.

Shows that there is a need for the teaching of architectural drawing in senior high-school and offers related content material for a course in architectural drawing which will justify its presence in a high-school curriculum.

1605. **Youngblood, Mary Sue.** Creative activity in fine and industrial arts in the lower grades. Master's, 1933, Okla. A. & M. Coll. 57 p. ms.

DRAMATICS AND PUBLIC SPEAKING

1606. ***Argabrite, Marguerite B.** Personality and some opportunities for its achievement through play production activities. Master's, 1933. California. 407 p. ms.

Shows what opportunities play production activities offer junior and senior high school pupils to develop imagination and constructive criticism, to express, know, control, and to integrate themselves as individuals, and to achieve a more wholesome personality.

1607. **Barnes, John P.** Dramatic presentation in the secondary schools of the United States. Doctor's, 1933. Fordham.

1608. **Brown, Paul.** An analysis of factors influencing the bodily activity of selected groups of speakers enrolled in a first course in speech. Master's, 1933. Iowa.

1609. **Carr, Francis Joseph.** Educational dramatics. Master's, 1932. Notre Dame.

1610. **Donelan, Mary Josephine.** A course and program of dramatic activities for a girl's school. Master's, 1933. Iowa.

1611. **Gilbert, Amie Murriel.** Dramatics in the smaller high-schools of Nebraska. Master's, 1933. Colo.St.T.C.

1612. **Gillis, Hugh W.** A course of study in public speaking for a teachers college. Master's, 1932. Stanford. ms.

1613. ***Hahn, Eugene F.** An investigation of public speaking courses for adults in California. Master's, 1933. Southern California. 232 p. ms.

Analyzes and evaluates the objectives, procedures, and content units of public speaking classes for adults in the evening high-schools of California.

1614. **Hanser, Clara Louise.** The effect of student participation in dramatic organizations on scholarship in the secondary school. Master's, 1933. Washington Univ. 44 p. ms.

1615. **Harris, Joe Charles.** The status of dramatics in the accredited three and four year high-schools of the state of Washington. Master's, 1933. Washington. 184 p. ms.

1616. **Hiller, Ruth.** The educational value of the use of puppetry. Master's, 1932. Drake.

1617. **Kinkel, Elizabeth C.** The educational value of dramatics with special reference to the field of secondary education. Master's, 1933. Claremont, 114 p. ms.

1618. **Knox, J. Douglas.** A study of method for training public speakers in high-school. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 90, October 1933)

1619. **Leonard, Elizabeth Louise.** Survey of the present day experimentation in educational dramatics. Master's, 1933. Boston Univ. 196 p. ms.

1620. **Leonard, Emily Collison.** Dramatization as a method of teaching. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 85, October 1933)

1621. **Levine, Samuel J.** Selecting, writing and producing elementary school plays. Master's, 1933. Coll. of the City of N.Y. 61 p. ms.

Treats the aims, criteria, casting and production of plays for grades 4-8. The methods, advantages and limitations of writing the play by the teacher, children or both are described.

1622. **Lewis, Mary Frances.** A study of dramatics in secondary schools of the Southern association of colleges and secondary schools. Master's, 1933. South Carolina. 48 p. ms.

1623. **Newton, Dorothy Myrtle.** An objective survey of the problems involved in the production of plays in California high-schools. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 86, October 1933)

1624. **Polski, Sister Mary Ezra.** Educational value of the drama. Master's, 1933. Creighton.

1625. **Potter, Helen.** A program of dramatic activities in a junior high-school. Master's, 1933. Texas.

1626. **Powell, Velma Shartle.** Creative dramatization in the new education. Master's, 1932. Hawaii.

1627. **Robinson, Rex E.** Study of the relationship between intercollegiate debating at the State University of Iowa and vocational success. Master's, 1933. Iowa.

1628. **Ross, James Glenn.** Psychological effectiveness of conversational versus oratorical types of public speaking delivery. Doctor's, 1933. Ohio. 149 p. ms.

Results consistently point to the superior effectiveness of the oratorical delivery over the conversational.

1629. **Ter Keurst, Arthur J.** A survey and appraisal of high-school debating in Michigan high-schools. Master's, 1933. Northwestern. ms.

1630. **Wingarter, Elizabeth K.** Criteria for determining the objectives in the selection of plays for secondary schools. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 465)

Data indicate that the objectives and aims of education have not been considered in the selection of dramatic material to be used for production in secondary schools.

1631. **Woolfson, Edith.** The construction of a continuous record of voice and speech progress for high-school students. Master's, 1933. Coll. of the City of N.Y. 34 p. ms.

JOURNALISM

1632. **Allen, Dana William.** The school house-organ as a public relations agency. Master's, 1933. Ohio. 165 p. ms.

Analyzes critically the business management, physical make-up, and contents of city teacher association house-organs.

1633. **Jardine, William C.** Remedial methods for common faults in high-school journalism. Master's, 1933. Ind.St.T.C. 62 p. (Abstract in: Indiana State teachers college. Teachers college journal, 4: 293-304, July 1933)

Studies 70 high school papers from various states to determine the parts that had not been given enough attention in editing.

1634. **McCandless, Ethel Emma.** Aims and organization of journalism in junior colleges. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 85, October 1933)

1635. **McCoy, Myra Long.** Writing for the school newspaper. Master's, 1932. T.C. Col. Univ. 142 p. ms.

1636. **Mills, Florence Waechter.** Teaching Journalism I in secondary schools. Master's, 1933. Washington. ms.

1637. **Mitchell, Ethel Dresia-Strother.** Trends in journalistic instruction and supervision in the secondary schools of California. Master's, 1933. Stanford.

1638. **Shirley, Claudis Thomas.** An experimental study of various bases for predicting success in junior college journalism. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 91, October 1933)

1639. **Tiedeman, Henry G.** Current practice in financing high-school publications in Minnesota. Master's, 1933. Iowa. 176 p. ms.

1640. **Woolfson, William Charles.** A handbook for high-school journalists. Master's, 1933. Coll. of the City of N.Y. 67 p. ms.

1641. **Zimmerman, Dinette.** Journalism in the senior high-schools of Los Angeles county. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 91, October 1933)

THRIFT EDUCATION

1642. **Johnson, Elwyn DeWitt.** Solution of some of the problems in school banking. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 84, October 1933)

1643. **Young, John B.** A study of the comparative amount of space devoted to thrift material in the mathematics textbooks of the junior high-school. Master's, 1932. Michigan. 47 p.

SAFETY EDUCATION

1644. **Baird, Earl S.** A study of industrial safety in Iowa as a part of the service of the Iowa State college. Master's, 1932. Iowa St. Coll. 116 p. ms.

Studies accidents and accident-prevention methods found in 20 industrial establishments of Iowa for the year 1931.

1645. **Beard, Frances.** Safety education in the elementary school. Master's, 1932. South. Methodist.

1646. **Keck, Lewis E.** School-shop accidents and their prevention. Master's, 1933. Ohio. 149 p. ms.

Studies accidents in school shops. based upon analysis of 702 accidents which occurred in certain school shops of Ohio and Pennsylvania.

1647. **Owen, Corita Crist.** Safety education. Master's, 1933. South. Methodist. 171 p. ms.

Studies deaths and injuries due to accidents, the early development of accident prevention, safety education in industries and schools.

1648. **Roessing, Charles O.** The needs for safety training in the vocational school for the electrical trade. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 445)

HEALTH EDUCATION

1649. **Albright, Aaron.** Signs of health in school children that a teacher should know. Master's, 1933. Ind.St.T.C. 99 p. (Abstract in: Indiana State teachers college. Teachers college journal, 4: 319, July 1933)

Presents actual and necessary information which will enable the teacher to help students develop sound minds in sound bodies.

1650. **Attwood, Cyril John.** A study of the incidence of communicable disease among the school children of Oakland, California. Master's, 1933. Stanford. (California quarterly of secondary education, 9: 92, October 1933)

1651. ***Bennett, Thomas Gordon.** A health program for the children of a county. A study of child health in Queen Anne's county, Maryland, with a proposed child-health program for this county, considered from the standpoint of administration. Doctor's, 1933. T.C., Col. Univ. New York city, Teachers college, Columbia university, 1933. 196 p. (Contributions to education, no. 584)

1652. **Byrd, Oliver Erasmus.** A study of health habits and their relation to health instruction. Master's, 1933. Stanford.

1653. **Charters, W. W. and Hindman, D. A.** The duties of Ohio public health commissioners. Columbus, Ohio State university, 1933. 70 p. (Educational research monograph, no. 17)

Attempts to determine the actual duties of public-health commissioners and the importance of their activities.

1654. **Conklin, E. Roscoe.** Evaluating posture in a military school. Master's, 1933. Rutgers.

1655. **Conrad, Howard L.** A health habit survey of junior high-school pupils of Philadelphia. Master's, 1932. Temple. 39 p. ms.

Attempts to determine if the health education program in its present form is instrumental in improving the health habits of pupils; to ascertain whether one sex is superior to the other in the achievement of health habits; and to discover whether a school having a relatively high percentage of pupils of native-born parents achieves a higher standard in the practice of certain health habits than a school in which the majority are of foreign-born parentage.

1656. **Craig, Julian Frippe.** Dental clinics in Eastover school, Eastover, South Carolina. Master's, 1933. South Carolina. 36 p. ms.

1657. **Cronin, Cornelius Patrick.** Survey of a health program in Cambridge, Massachusetts. Master's, 1933. Boston Univ. 83 p. ms.

1658. **Dabrow, David B.** Historical survey of health education. Master's, 1932. Temple. 146 p. ms.

Includes a historical survey of health education from the time of prehistoric man to the present day; a discussion of health education and health education methods in the United States, Belgium, Canada, Germany, Holland, Japan, China, Russia, and South Africa; a brief review of the new "objective" testing in the field of health education.

1659. **Davey, Marion E.** A tentative health vocabulary for the junior high-school. Master's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 8: 318-19)

Data indicate that a definite health vocabulary is being developed.

1660. **Ervin, Martha Elizabeth.** A program of health education for the junior high-school. Master's, 1933. St. Louis. 145 p. ms.

1661. **Ficke, Vertise.** The effect of college courses in hygiene as measured by a health knowledge test. Master's, 1933. Iowa.

1662. **Fishbaugh, Anthony W.** A study of the health terms in Thorndike's "Teachers word book." Master's, 1933. Ohio.

1663. **Fuller, Harold.** The relationship of certain measures of physical status and of nutritional habits to resistance to infectious diseases. Master's, 1933. Iowa.

1664. **Gerritt, Harriet I.** A course of study in hygiene and sanitation for junior college women. Master's, 1933. Washington. 90 p. ms.

1665. **Gogle, Gladys B.** The health knowledge, health habits, and health of freshmen and junior high-school girls. Master's, 1933. Northwestern. ms.

1666. **Guilford, Edgar Whitney.** Study of four problems of public school administration of health. Master's, 1933. Boston Univ. 70 p. ms.

1667. **Hamman, Laura Inez.** The objective measurement of individual anatomical differences of the feet (high-school girls). Master's, 1932. Iowa.

1668. ***Hawkes, Howard G.** Some late developments in organization and administration of health education. Master's, 1933. Boston Univ. 51 p. ms.

Discusses the aims and objectives of health education, the attitude of the superintendent and his staff, the nature and needs of health education, leaders, girls' athletics, tests and measurements, and coaches.

1669. **Hawkins, Moss Vernon.** Health education in the rural schools of El Paso county, Colorado. Master's, 1933. Colo.St.T.C.

1670. **Henderson, Mrs. E. W.** The school lunch as a factor in the improvement of the diet of pupils. Master's, 1933. Cincinnati.

1671. **Hindle, Elizabeth F.** The development of health work in the Providence public schools. Master's, 1933. Brown. 89 p. ms.

Traces the development of school health work in Providence from its beginnings in 1884 to the present.

1672. **Jones, Hiram A.** The administration of health and physical education in New York State. Doctor's, 1933. T.C., Col. Univ.

Studies the trends in health protection, health teaching and in physical education.

1673. **Jones, Joseph H.** A comparison of health knowledge and health instruction at the sixth grade level in certain rural and urban schools. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 391-92)

Data indicate that urban and rural schools studied were similar in health knowledge and health instruction with a slight difference in favor of the urban schools.

1674. **Jones, Ralph M.** Survey of status of health education in the public schools of Crown Point, Indiana. Master's, 1933. Northwestern. ms.

1675. **Kranz, Leon George.** Emphasis in health education. Master's, 1933. Northwestern. ms.

1676. ***Kutz, Sally E.** The newspaper as source material in health education: an analytical study of the information on public health and hygiene in three selected New York City newspapers. Doctor's, 1932. New York. 154 p. ms.

Analyzes and evaluates the material on hygiene and public health appearing in the New York times, Morning world, and the Evening graphic from September 2, 1929 through August 9, 1930.

1677. **Logan, Margaret.** Source material available for the teaching of hygiene as a classroom subject in elementary grades of public schools of Pennsylvania. Master's, 1932. Temple, 141 p. ms.

Traces the development of the legal background of the teaching of hygiene as a classroom subject in the first 6 grades of the public schools in the State of Pennsylvania, and presents materials of instruction available for the teaching of hygiene.

1678. **McAllaster, David James.** An experiment to determine the correlation between certain physical measurements and scholastic achievement. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 90, October 1933)

1679. **McCurry, William Earle.** A program of health supervision in the high schools of Barnwell county, South Carolina. Master's, 1933. South Carolina. 53 p. ms.

1680. **Martin, Virginia Henderson.** Survey of White House conference on child health and protection. Master's, 1933. Peabody. 380 p. ms.

1681. **Mayne, Francis Blair.** An analysis of physical defects of University of Wyoming freshmen in light of health objectives. Master's, 1933. Wyoming.

1682. ***Meredith, William Forest.** Regulations concerning the acceptance of health and physical education for college entrance credit, state, regional, and institutional rulings. Doctor's, 1933. T.C., Col. Univ. Norwalk, Ohio, Law abstract company, 1933. 187 p.

Ascertains the present status of the acceptance of health and physical education for college entrance credit; and presents trends in health and physical education as shown by a study of state laws and regulations and the actions of regional associations.

1683. **Mitchell, Dee C.** A survey of health instruction in senior high-schools. Master's, 1933. Minnesota. 101 p. ms.

1684. **Moore, Helen Lucile.** An investigation of the relationship between the constants found in the curve of growth in height of Scottish girls. Master's, 1932. Michigan. 42 p. (Abstract in: University of Michigan. Abstracts of dissertations and theses in education, 1931-32. Monograph no. 2: 80-81)

1685. **Mutchler, V. D.** A supplement, stressing the sanitary conditions of the home and its surroundings, to the health program of the Riley township schools in the seventh, eighth, and ninth grades. Master's, 1932. Ind. St. T.C. 113 p. (Abstract in: Indiana State teachers college. Teachers college journal, 4: 289-90, July 1933)

Attempts to determine whether health education, concerning the sanitation of the rural home and its surroundings, is or is not a failure in the United States as a whole, whether or not it is a failure in Riley township, and to prepare a supplement to be used in relation to the existing course of study in the Riley township schools.

1686. Neill, Henry B. The history of health and physical education at California State teachers college. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 425-26)

1687. *Nelson, E. H. The present status of the health and physical education program in the one-room rural schools in Pennsylvania, with special reference to the children who present behavior problems. Doctor's, 1932. New York. 91 p. ms.

Data were secured from 393 teachers, representing 393 schools, with a total enrollment of 10,031 pupils, on playground facilities and playing equipment, school lunches, community interest, instructional and activities programs, and medical inspection.

1688. Norris, Helen Hills. A comparison of health knowledge and health habits of 100 Girl scouts with 100 non-Girl scouts. Master's, 1933. Northwestern. ms.

1689. Price, Wilford. The construction of a standard health program for a rural school with its application to Cache county. Master's, 1932. Utah St. Agr. Coll.

1690. *Quimby, Bexford C. Body weight in relation to certain skeletal measurements. Doctor's, 1932. New York. 79 p. ms.

Investigates the relation between weight and various skeletal three-dimensional measurements, in male students between the ages of 16 and 21, in order to gain more knowledge concerning the use of skeletal measurements as an index of weight.

1691. Beckmeyer, Luella. A study of collateral readings for use in the teaching of health. Master's, 1933. Iowa.

1692. Roberts, Dora Elizabeth. Growth and development as presented in a university course in health education. Master's, 1933. Tennessee. 288 p. ms.

1693. Rogers, Harriet R. A method of constructing a health education course for college women. Master's, 1933. Cincinnati.

1694. Rogers, Robert Leroy. A survey of health education activities in Terre Haute, Indiana. Master's, 1933. Ind. St. T.C. 133 p. (Abstract in: Indiana State teachers college. Teachers college journal, 4: 312-13, July 1933)

Studies the health activities of the various educational and non-educational organizations in Terre Haute, Indiana.

1695. Ruffin, Josie. Physical traits of freshman women in relation to size of city. Master's, 1933. Iowa.

1696. *Seigenfuse, Harry M. An experimental study of the knowledges regarding the health practices of children. Master's, 1933. New York. 50 p. ms.

Studies children in the sixth, seventh, and eighth grades in the public schools of Dumont, N.J.

1697. Shea, Mary Ellen Veronica. Health education for continuation school girls in home-making classes. Master's, 1933. Boston Univ.

1698. Spargo, Esther Louise. A study of the posture of college undergraduates. Masters, 1933. Wellesley.

1699. *Spencer, Mary Elisabeth. Health education for teachers: a critical study of the pre-service preparation of classroom teachers for the school health program. Doctor's, 1933. T.C., Col. Univ. New York city, Teachers college, Columbia university, 1933. 119 p. (Contributions to education, no. 589)

Sets up standards for the professional health program for teachers.

1700. **Stacy, Mrs. Agnes Doran.** A study of women's health grades at the University of Texas. Master's, 1933. Texas.

1701. **Strasser, Rose L.** A survey of the subject-matter dealing with health in the program of studies of the University high-school of University of Michigan. Master's, 1933. Michigan. 89 p. ms.

1702. **Thompson, Charlotte Matilda.** A study of posture in walking. Master's, 1933. Wellesley.

1703. ***Tilton, John P.** An objective study of body build in relation to the use of height-weight norms. Doctor's, 1933. Harvard. 296 p. ms.

Measures the major volume segments of the body quantitatively by means of water displacement and examines the relationships existing between linear and volumetric traits, in order to suggest a method whereby the factor of body build may be made to exert its proper influence. Studies 90 postpubescent males, students at the Huntington preparatory school in Boston, Mass. Data indicate that the best index of build would be the bulk of the trunk compared to the length of the extremities.

1704. ***Townsend, Harold L.** Administration of health programs of village school systems in New York State. Master's, 1933. Syracuse. 131 p. ms.

Studies the laws of the State of New York on school health, books on the administration of public schools, and analyzes data received from 40 superintendents of schools in villages of 3,500-10,000 inhabitants in New York State.

1705. **Trifon, Alexander E.** Present tendencies in health education. Master's, 1933. Coll. of the City of N.Y. 133 p. ms.

1706. **Varner, Louis L.** A study of the correlation between certain measures of health knowledge, health practices, and physical development for 79 pupils. Master's, 1932. Kans. St. T.C., Pittsburg.

1707. **Waters, Earle C.** The effect of athletic training on physical development. Master's, 1932. Temple. 73 p. ms.

Tests the results of training and competing on college athletes' physical development, limited to the consideration of the growth or change of the chest circumference, wrist circumference, strength and weight.

1708. **Wilson, Charles Henry.** A study of school health supervision and medical inspection in the United States. Master's, 1933. Washington. 60 p. ms.

1709. **Wilson, Grace C.** A study of the effects of teaching foods in relation to health upon the physical conditions of junior high-school girls. Master's, 1932. Okla. A. and M. Coll. 72 p. ms.

1710. **Yeomans, Earl R.** Fatigue as a factor in physical and mental efficiency. Master's, 1933. Temple. 95 p. ms.

Fatigue is the sum of the results of activity and shows itself in diminished capacity for doing work. The body becomes fatigued when the equilibrium between waste and repair within the musculature is disturbed. Fatigue lowers efficiency.

MENTAL HYGIENE

1711. **Faiella, Ralph H.** The relation between teachers' attitudes and the mental hygiene of children. Master's, 1933. Catholic Univ. 61 p. ms.

1712. **Jackson, Mollie.** A mental hygiene survey of junior high-school pupils. Master's, 1933. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1933: 88)

1713. **Newcomb, Thomas Frank.** The effect of participation in noon games upon the mental ability of students in the first afternoon class period. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 83, October 1933)

1714. Walker, Ethel M. The mental hygiene movement in the United States. Master's, 1933. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1933: 86-87)

PHYSICAL EDUCATION

1715. Annett, Thomas H. A study of rhythmical capacity and performance in motor rhythm in physical education majors. Master's, 1932. Cincinnati.

1716. Bergen, Emily V. An evaluation of girls' physical education departments of 20 high-schools of Southern California. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 81, October 1933)

1717. Boyd, Sidney B. A program of physical education for the fifth-sixth grades. Master's, 1933. Ohio. 109 p. ms.

1718. Coombe, Ralph H. Subject combinations taught by the men physical education teachers in the class B and C public high-schools of Michigan. Master's, 1932. Michigan. 48 p.

The questionnaires used in this study were returned from physical education teachers and coaches in 180 of the 233 schools to which they were sent. Only 39 of the teachers were assigned full-time work in physical education. There were 94 different subject combinations, the commonest of which was physical education and industrial arts. Only two of the teachers had the Master's degree, and 22 per cent had not received the Bachelor's degree. Half of them had taken physical education as a major or minor subject in college.

1719. Davis, Fern. A study of alumnae rating of courses in the physical education professional curriculum. Master's, 1933. Iowa.

1720. Dominick, John Napolitano. Trends in modern physical education as indicated by the requirements for state certification. Master's, 1933. Notre Dame. 54 p. ms.

1721. Doubenmier, J. S. History of physical education and athletics for men in colleges and universities of the United States of America. Master's, 1933. Colo.St.T.C.

1722. Evans, William Gray. The status of physical education for boys in the third class school district high-schools of Western Pennsylvania. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 388-69)

1723. *Evans, Wilson A. A study concerning the place of physical education in the curriculum of the liberal arts college. Master's, 1933. New York. 60 p. ms.

Finds that 99 of the 100 colleges studied have some sort of physical education program, 96 have prescribed courses, while the other three have the work on an entirely elective basis. Physical education requirements vary from one to four years, with women's colleges, in general, requiring more than either coeducational or men's colleges. Most of the colleges give credit for physical education.

1724. Forrester, Laureson. The supervision of physical education in the elementary school. Master's, 1933. Peabody. 164 p. ms.

Presents principles, functions, agencies, and procedures in general and special supervision which are applicable to the supervision of physical education.

1725. Fulton, Elbert M. Present trends of physical education in secondary schools. Master's, 1932. South. Methodist.

1726. Heider, Kenneth L. The administration of excuses and absences in physical education. Master's, 1933. Pittsburgh. (Abstracts in: University of

Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 382-83)

1727. **Helfrick, C. K.** A study of programs of physical education and athletics of 244 public high-schools in Illinois which are members of the North central association. Urbana, University of Illinois, 1933. 2 p. ms.

1728. **Jones, Winona Elizabeth.** A socialized physical education program in a private elementary school. Master's, 1932. Hawaii.

1729. ***Kibler, Lester E.** A course in physical education. Master's, 1933. New York. 432 p. ms.

1730. **Landrigan, John.** A survey of compulsory physical education in the public schools of New Jersey. Master's, 1933. Rutgers.

1731. **Lee, Samuel A.** The interpretation of physical education to parents of public-school children. Master's, 1932. Michigan. 63 p. ms.

Analyzes data on opinions and socio-economic status given by 354 parents of Ann Arbor public school children.

1732. **von Lewinski, Inge.** Student interests and attitudes concerning physical education: Its program and activities. A study of the opinions of 823 Wellesley college undergraduates. Master's, 1933. Wellesley.

1733. **Lisle, Esther Luella.** A determination of attitudes in physical education. Master's, 1933. Oregon. 59 p. ms.

1734. ***Lloyd, Frank S.** A study of safety in secondary school physical education. Doctor's, 1932. New York. 251 p. ms., 50 p. ms.

Attempts to determine the prevalence and nature of accidents and injuries in physical education activities conducted in secondary schools, and to study some of the factors which may be considered to be contributory to the incidence of accidents and injuries in these activities. Contains an annotated bibliography.

1735. **McCormick, Isabella.** Physical exercise among women secondary school teachers in the State of Iowa. Master's 1933. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1933: 50)

Ascertains the nature and extent of physical exercise among women high-school teachers, their attitude toward it, and their interest in and facilities for physical exercise.

1736. **McPherson, Harry Maxwell.** Administration of physical education supplies. Master's, 1933. California. (California quarterly of secondary education, 9: 79, October 1933)

1737. **Mason, John Carlton.** Historical study of the objectives in physical education. Master's, 1933. Boston Univ. 87 p. ms.

1738. **Merten, Francis A.** The progression, organization, and teaching of public school gymnastics. Master's, 1933. Iowa.

1739. **Meyer, John L.** The objectives of American physical education in periods 1912 to 1917 and 1920 to 1925. Master's, 1933. Michigan 53 p. ms.

1740. **Miller, Clarence William.** The status and an evaluation of physical and health education in Virginia secondary schools 1930-31. Master's, 1932. Virginia.

1741. ***Montague, Kirk Godbey.** A curriculum study of physical education activities for the boys and girls of the seventh, eighth, ninth, and tenth grades of the public schools of Norfolk, Virginia based on interest as displayed by these pupils in the activities offered. Master's, 1933. New York. 89 p. ms.

1742. **Morr, Arthur E.** Physical education activities for normal junior high-school boys. Master's, 1932. Temple. 82 p. ms.
1743. **Nelson, Constance.** An analysis of the trend in objectives of physical education in the United States. Master's, 1933. Wellesley.
1744. **Norton, Graham James.** Play as a factor in physical education. Master's, 1933. Notre Dame. 111 p. ms.
1745. **Osell, Levin Nicholas.** The physiology of physical education activities with a suggested program. Master's, 1933. Stanford.
1746. **Parsons, Mary Frances Munds.** An analysis of the professional literature relating to the teaching of physical education for girls in secondary schools. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 90, October 1933)
1747. ***Potgieter, Martha.** The energy cost of some forms of physical activity of nine year old girls. Doctor's, 1933. Columbia. New York City, 1933. 32 p.
Determines the energy expenditure of average, healthy nine year old girls in quiet play while seated, and in stair-climbing.
1748. **Powers, John Edward.** Physical education program for a small high-school. Master's, 1933. Boston Univ. 91 p. ms.
1749. ***Batcliffe, George Jackson.** A comparison of the physical education programs of rural and urban high-schools through physical achievement sources of university freshmen. Master's, 1933. West Virginia. 35 p. ms.
1750. **Rogers, Frederick Band.** Fundamental administrative measures in physical education. Newton, Mass., Pleiades co., 1932. 261 p. (Boston university)
Part 1: The selection of proper measures; part 2: Measures of physical efficiency; part 3: An administrative measurement program.
1751. **Rupple, Louis P.** The status of physical education for boys in the senior high-schools of the second class cities of the State of Kansas, 1932-33. Master's 1933. Kansas. 115 p. ms.
1752. **Saurborn, Jeannette.** A tentative course of study in physical education for girls at University high-school. Master's, 1933. Michigan. 218 p. ms.
1753. **Tarr, Floyd Lyon.** Current practices in the supervision of physical education with special reference to the rural elementary school. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 88, October 1933)
1754. **Waller, Edmund Meredith.** Organizing pupils for competition in physical education. Master's, 1933. Peabody. 231 p. ms.
1755. ***Wellman, Elizabeth Bradbury.** The value of certain tests of speed, agility, balance, strength, and motor ability in predicting practical success in terms of honor credits in a school of physical education. Master's, 1933. Boston Univ. 61 p. ms.
Analyzes various tests to determine which may be used to predict student success and indirectly teacher success on the motor side, and the extent to which such predictions may be accepted as valuable.
1756. **Wonder, Ralph Royden.** Standards in physical education for fourth, fifth and sixth grade boys and girls of semi-urban schools. Master's, 1933. West. St. Coll. 92 p. ms.
Individual differences in physical education cannot be taken care of unless the pupils are classified according to age, height, weight and grade. Any test in physical education must conform to the physiological laws pertaining to growing children.

ATHLETICS

1757. **Anderson, James A.** Intramural athletics in Texas high-schools. Master's, 1933. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1933: 3)

1758. **Atkinson, Dorothy Wright.** The effect of participation in athletics upon scholarship. Master's, 1933. Howard. 40 p. ms.

1759. **Barton, Helen M.** Country girl and city sports. Scholastic coach, November, 1933. (Clarion, Pa., State teachers college)

Studies possibilities of an activity program for girls of rural and small town high-schools.

1760. ——— Speedball—a community sport. Recreation, 27: 387, November, 1933. (Clarion, Pa., State teachers college)

Discusses the use of the game in a community recreation program.

1761. ——— A story of speed ball for women: its history and latest developments. Journal of health and physical education, 4: 38-40, 59-60, October, 1933. (Clarion, Pa., State teachers college)

Describes the working out of the techniques for teaching the game as played at the State teachers college, Clarion, Pa.

1762. **Beresford, Stuart B.** Intramural athletics in the Rocky Mountain and Pacific Coast conferences. Master's, 1933. Colo.St.T.C.

1763. ***Berlin, Lewis L.** The origin of swimming fears: a psychogenetic study. Master's, 1933. New York. 102 p. ms.

Studies pathological swimming fears of children and adults of both sexes and gives remedial teaching procedures.

1764. **Bingham, Harold Y.** A program of intramural athletics for schools in the State of Washington with an enrollment of from 100 to 500 based on administrative practices and existing facilities. Master's, 1933. Washington. 120 p.

1765. **Blanchard, Clair H.** Standards in athletic events for Wyoming boys. Master's, 1933. Wyoming.

1766. **Boushey, Earl E.** A study to determine the functional objectives of boxing; with special attention to the intellectual and kinaesthetic phases of those objectives, and the development of a measure of their attainment. Master's, 1933. Oregon. 77 p. ms.

1767. **Burk, Otis.** Procedures in basketball. Master's, 1933. West Texas St.T.C. 160 p. ms.

Analyzes various factors involved in coaching basketball.

1768. **Cameron, James W.** The legal status of high-school athletics in Pennsylvania. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 347-48)

1769. ***Carpenter, Manley A.** Supervision of athletics in rural high-schools of Onondaga county. Master's, 1933. Syracuse. 105 p. ms.

Deals with practices in athletics as sponsored by the Onondaga county high-school athletic association and the relation of the practices to the generally accepted purposes of the entire athletic program as interwoven with the program of physical education.

1770. **Clements, J. D.** The status of athletic coaches and men engaged in teaching physical education in Indiana senior high-schools. Master's, 1933.

Ind.St.T.C. 84 p. (Abstract in: Indiana State teachers college. Teachers college journal, 4: 296-97, July 1933)

Data on preparation, experience, salary, and professional attitude of men teaching physical education and coaching athletics in Indiana, were secured from 425 answers to a questionnaire.

1771. **Combs, Lex V.** A comparison of the efficacy of the "whole method" and the "whole-part-whole" method of teaching track and field activities. Master's, 1932. Iowa.

1772. ***Coops, Helen Leslie.** High-school standards in girls athletics in the State of Ohio. Doctor's, 1933. T.C., Col. Univ. New York City, 1933. 91 p.

Ascertain and analyzes significant facts concerning girls' athletics in Ohio high schools in order to establish state standards.

1773. **Cottrell, Doyle R.** A comparison of the academic achievements of athletes and non-athletes in grades 11-12 as measured by certain of the 1933 Iowa Every pupil tests. Master's, 1933. Iowa. 108 p. ms.

1774. **Coyer, Hubert E.** An historical account of the game of soccer. Master's, 1933. Buffalo. 149 p. ms.

Discusses its origin, popularity, increase, and advantages over football.

1775. **Davis, John Solomon.** Some physiological reactions of athletes that tend to show the importance of the training period. Master's, 1933. Colo. St.T.C.

1776. **Doherty, John K.** The measurement of persistence in track and field athletics. Master's, 1933. Michigan. 52 p. ms.

1777. **Dunaway, Edwin Lee.** A study of athletic injuries among secondary school boys in Arkansas. Master's, 1933. Texas.

1778. **Eaton, Dorothy W.** College careers of high-school athletes. Master's, 1933. Ind.St.T.C. 50 p. (Abstract in: Indiana State teachers college. Teachers college journal, 4: 311, July 1933)

Compares the intelligence and scholastic achievement of high-school letter men and non-letter men, as measured by psychological examination and by college marks, and tries to determine whether high-school letter men enter college and are graduated from college in greater or lesser numbers than non-letter men from the same high-school graduating classes.

1779. **Echols, William Larkin.** The theory and practice of scouting football games. Master's, 1933. Texas.

1780. ***Epstein, Eli.** Fundamentals of tennis. Master's, 1932. New York. 46 p. ms.

1781. **Felker, Arnold H.** A study of the respiratory habits of trained sprinters during the 100-yard dash. Master's, 1933. Iowa.

1782. **Finlay, John Stewart.** An experimental study of the value of the vertical jump to predict the potential athletic power of practiced individuals of high-school age. Master's, 1932. Iowa.

1783. **Fortner, J. Ord.** Extra-legal control of high-school interscholastic athletics in Indiana. Master's, 1932. Ind.St.T.C. 92 p. (Abstract in: Indiana State teachers college. Teachers college journal, 4: 290-91, July 1933)

Shows the development of the Indiana high-school athletic association and its form of organization, analyzes the decisions of the board of control in the cases that have been before the board, and shows the source and growth of the finances of the organization.

1784. **Grisler, Gertrude.** The construction of an objective test of knowledge and interpretation of the rules of field hockey for women. Master's, 1933. Iowa?

1785. **Guthrie, Julia A.** A study of girls' basketball in Kentucky high-schools. Master's, 1932. Kentucky. 67 p. ms.

1786. **Haines, Fred Erwin.** Present status of athletics in certain junior high-schools in the State of Pennsylvania. Master's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 8: 328-29)

Studies types of activities sponsored in interscholastic and intramural competition, athletic facilities and equipment, administration and supervision of the athletic programs, finances, coaches, officials, sport seasons, regulations for competition, student participation, and awards.

1787. **Hale, Sumner E.** Are junior Olympic games a desirable part of a junior high-school physical education program for boys? Master's, 1932. Michigan. 87 p.

Explains conditions and procedures involved in junior Olympic games, and shows that the games are used as part of the regular school program by about half of the 121 junior high schools replying to a questionnaire, and as extracurricular activities by the other half.

1788. **Holtfrerich, George Frederick.** A comparison of secondary school administrators' policies for selection of the football coach in California and Kansas. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 84, October 1933)

1789. **Jack, Hubert H.** The relation of reaction time to ability in running the 100 yard dash. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 390-91)

1790. **Johannsen, Carl C.** A statistical study of progression in individual tumbling, and of the relationship of general motor capacity to ability in tumbling. Master's, 1933. Iowa.

1791. **Johnson, Ronald Lee.** A comparative study of collegiate intramural organizations. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 84, October 1933)

1792. **Johnston, Fred N.** The relation of participation in interscholastic athletics to health, scholarship, leadership, citizenship, and conduct. Master's, 1933. Northwestern. ms.

1793. **Jones, Harmon S.** A comparison of the subject elections and the scholastic records of the athletes and non-athletes at Union high-school, Grand Rapids. Master's, 1933. Michigan. 56 p. ms.

1794. **Keen, George H.** Present status of varsity athletes graduated by the University of Michigan from 1901 to 1915. Master's, 1933. Michigan. 50 p. ms.

1795. **Kiracofe, Edgar Stuart.** An historical study of athletics and physical education in the standard four-year colleges of Virginia. Doctor's, 1932. Virginia.

1796. **Laub, John H.** A comparative study of the scholastic achievement of 99 athletes in the University of Cincinnati. Master's, 1933. Cincinnati.

1797. **Loose, Samuel Ernest.** An evaluation of the junior Olympic and junior Pentathlon type of program in the American schools. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 85, October 1933)

1798. **Mannahan, Homer Horace.** The development of athletics in the secondary schools of Oklahoma. Master's, 1933. Okla. A. & M. Coll. 48 p. ms.
1799. **Margerum, Muriel A.** A study of the improvement in athletic ability of senior high-school girls as measured and recorded during four successive years in high-school. Master's, 1933. Temple. 94 p. ms.
1800. **Merrill, William Hilton.** The extent and values of athletic participation as shown by a study of professional students of physical education. Master's, 1932. Michigan. (Abstract in: University of Michigan. Abstracts of dissertations and theses in education, 1931-32. Monograph no. 2: 77-78)
1801. **Mills, G. Kepler.** The comparison of illnesses of athletes and a like number of non-athletes at University of Michigan. Master's, 1933. Michigan. 60 p. ms.
1802. **Mitchell, Agnes Viola.** A scoring table for college women in the 50-yard dash, the running broad jump, and the basketball throw for distance. Master's, 1932. Iowa.
1803. **Mynard, Virginia.** A preliminary analysis of the game of tennis, the reliability of certain tennis skill tests and the determination of practice board areas for serve and drive. Master's, 1933. Wellesley.
1804. **Neubauer, John A.** The organization of an intramural activities program. Master's, 1933. New York. 94 p. ms.
1805. **Postpichal, Otto I.** The relation between intelligence and athletic ability in cases of orthogenic backward boys. Master's, 1933. Temple. 54 p. ms.
- Finds the correlation between intelligence and athletic achievement is low and neither can be used as a basis for predicting the other.
1806. **Prouse, Thomas W.** A study of the high-school units presented by 529 University of Michigan men students who have become conspicuous athletes between the years 1911 and 1930. Master's, 1932. Michigan. 64 p.
1807. **Rankin, Rome.** The status of state high-school athletic associations. Master's, 1933. Michigan. 77 p. ms.
1808. **Renshaw, Josephine Elizabeth.** An analysis of high-school girls' basketball in terms of frequency of occurrence of technical elements of the game. Master's, 1933. Wellesley.
1809. **Richter, Arthur L.** The interpretation of athletic news in the State of Michigan. Master's, 1932. Michigan. 51 p.
1810. **Rodewald, Oren W.** A comparison of athletes and non-athletes in high-school. Master's, 1933. Iowa. 50 p. ms.
1811. ***Rogers, Lawrence T.** A study of relationships between certain aspects of physique and sprinting ability. Doctor's, 1933. New York. 105 p. ms.
- Studies a group of men in the gymnasium classes of the Department of physical education of the School of education of New York university. Analyzes anthropometric observations, functional ability, and height, weight, girth, head, and various body measurements. Finds that for the group studied, sprinting ability was not as closely related to physique as anatomically described.
1812. **Rolence, Anne G.** The relative value of three different strokes in teaching high-school girls to swim. Master's, 1933. Northwestern. ms.
1813. **Schwartz, William B.** Summarizing essentials found in seven books on teaching of football. Master's, 1933. Peabody. 238 p. ms.

1814. **Shaffer, Paul H.** Intramural sports in the public secondary schools of New Jersey. Master's, 1932. Temple. 222 p. ms.

1815. **Spear, Frank Allen.** Effect of basket ball on scholarship in high-school. Master's, 1933. Peabody. 64 p. ms.

1816. **Stanley, Pleas Carroll.** Organization and control of high-school interscholastic athletics. Master's, 1933. Texas.

1817. ***Taylor, William J.** The relation between kinaesthetic judgment and success in basketball. Master's, 1933. Penn. State. 34 p. ms.

1818. **Thompson, N. Kerr.** Administrative code of Pennsylvania with reference to football equipment in State teachers colleges. Master's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 8: 375-76)

1819. **Trees, J. Howard.** The progressive development of the physical condition of track athletes as shown by the pulse-ratio test. Master's, 1932. Iowa.

1820. **Turner, Martha.** The development of the use of the ball. Master's, 1933. Peabody. 59 p. ms.

Finds that the ball has been in existence since 7,000 B.C. to the present time; that the use of it has developed from a primitive stage to its present usage in highly organized sports; and that in the course of its development the ball went through many changes in type, size and usage.

1821. **Van Why, John B.** The objectives of interinstitutional athletes competition. Master's, 1933. Michigan. 72 p. ms.

1822. **Waite, Alexander.** High-school athletics in North Carolina. Master's, 1933. Duke.

1823. **Weinstein, Benjamin.** The status of football in the public high-schools of Pennsylvania. Master's, 1933. Temple. 93 p. ms.

Finds that interscholastic football is an integral part of the educational program (physical education) in Pennsylvania and is carefully supervised by school authorities and the State association.

1824. **Welch, Alexander.** Competitive athletics for girls. Master's, 1933. Boston Univ. 61 p. ms.

1825. **Williams, Harold M.** The status of the faculty manager of athletics in Ohio. Master's, 1933. Ohio. 145 p. ms.

1826. **Windell, John S.** A comparative study of letter men athletes. Master's, 1933. South. Methodist. 53 p. ms.

1827. **Young, G. Theodore.** Athletic officials and their contribution to education. Master's, 1932. Arizona.

PLAY AND RECREATION

1828. **Callender, Ruth Miriam.** Annotated bibliography on the dance and classification of material. Master's, 1933. Peabody. 93 p. ms.

1829. **Chase, Miriam Roush.** A survey of the recreational activities of the Pittsburgh continuation pupils outside of working hours. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 348)

1830. **Cruz, Mariano E.** The place of recreation in adult educational theory. Master's, 1933. California. (California quarterly of secondary education, 9: 78, October 1933)

1831. **Fasnacht, Kathryn Elizabeth.** An integration of dance pageantry with the school curriculum. Master's, 1933. Oregon. 51 p. ms.

1832. **Hampton, Janet Edwards.** Customs and origins of certain folk dances. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 84, October 1933)

1833. **Hoffer, Joe.** Summer recreational programs of selected cities, public and voluntary. Master's, 1933. Ohio. 125 p. ms.

1834. **Jenny, William A.** Popularity and personality in the summer camp: a study of group acceptance of the individual and the concomitant behavior of boys 9 to 19. Doctor's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 8: 133-40)

Data indicate that behavior and attitude are significant in determining acceptability of the individual, that intelligence, mental age, chronological age and emotionality are of little importance in determining acceptability, which has been shown to be a reliable index of social adjustment.

1835. ***Lofgren, Astrid I.** Survey of expanding municipal recreational facilities in Manhattan, with increasing costs in recreation, from 1910-1930. Master's, 1933. New York. 65 p. ms.

1836. **McCallum, Gladys.** A study of play activities of fifth grade children in three different communities. Master's, 1932. Smith.

1837. **McComb, Edward L.** Trends in camp leadership. Master's, 1933. Iowa.

1838. **McEndarfer, Myron Edward.** The relationship between the motor ability of high-school boys and environmental factors of childhood play. Master's, 1933. Illinois.

1839. **Moore, Fredricka Louise.** Rhythmical analysis and dance composition. Master's, 1933. Peabody. 223 p. ms.

1840. **Nethaway, Charles W.** Children's performance in a stunt program. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 426-27)

1841. **Olliphint, Mary N.** A study of university prints pertaining to the dance and to a given number of sports. Master's, 1933. Peabody.

Lists, classifies and shows the value to teachers and students of physical education of prints on various types of athletics, sports and movements of the dance.

1842. **Orrell, Geraldine G.** Recreational camps for farm women in Tennessee. Master's, 1933. Peabody. 64 p. ms.

Discusses the history of the recreational camp movement and gives the development, spread and detailed account of outstanding camps in Tennessee.

1843. **Parsons, Mrs. Viola Hayes.** The development of children's theater in the United States. Master's, 1932. Peabody. 100 p. ms.

1844. **Rauch, Louise.** A study and discussion of the recreational opportunities for girls in the Catholic high-schools of St. Louis. Master's, 1933. St. Louis. 73 p. ms.

1845. **Roberts, Katharine.** Study of organized camps for business girls. Master's, 1933. Boston Univ. 102 p. ms.

1846. **Schaubel, Bay Charles.** An analysis of camp directors' jobs. Master's, 1932. Michigan. 60 p.

1847. **Shambaugh, Mary Effie.** The objective measurement of success in teaching folk dancing to university women. Doctor's, 1933. California. 145 p. ms.

1848. **Sherretz, D. Ransom.** Education and summer Y.M.C.A. camps. Master's, 1932. Hawaii.

1849. **Van Orden, William Joseph.** A study of the duties of camp counselors in boys camps. Master's, 1932. Michigan. 64 p.

1850. **Weedon, Vivian.** A technique for determining interest in leisure time activities. Master's, 1933. Ohio. 63 p. ms.

1851. **Williams, Frances Sellers.** American dances for American secondary schools. Master's, 1933. Temple. 182 p. ms.

Finds that American dances used in the physical education program of secondary schools come from different periods of our national development. As training in the use of leisure time, the dance deserves intelligent study by teachers who can make of it an educative factor.

1852. **Wylie, James A.** Health as an objective of summer camps for boys: the method and extent to which it is developed. Master's, 1933. Boston Univ. 104 p. ms.

1853. **Wyne, Wilbert George.** Play as a factor in the foundation of character. Master's, 1933. Notre Dame. 55 p. ms.

COMMERCIAL EDUCATION

1854. **Anglen, Archie R.** An outline for a course in salesmanship in the secondary school. Master's, 1933. Colo.St.T.C.

1855. ***Ash, Frank H.** A study of how well public high-school seniors understand elementary business training. Master's, 1932. New York. 65 p. ms.

Analyzes five widely used texts in the subject to determine what information was common to them; describes the preparation and administration of an objective test which was given to all seniors in 9 high-schools to determine how well they understood the information; and attempts to determine by means of a questionnaire answered by the seniors on completion of the test, what experiences influenced their understanding of the information tested.

1856. **Asperger, Otto.** The use of study guides as aids in learning first-year bookkeeping in the senior high-school. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 81, October 1933)

1857. ***Barnes, Leona F.** A comprehensive compilation of objective test questions for bookkeeping. Master's, 1933. Iowa.

1858. **Bayha, Rhodapearl K.** A study of commercial pupils of the Washington junior high-school, Cincinnati, Ohio. Master's, 1932. Cincinnati.

1859. **Bell, Ruth Annette.** Plans for a weekly contract course for advanced typewriting students. Master's, 1933. Cornell. 313 p. ms.

Gives a year's course in second year typewriting for secondary school pupils, based upon analysis of actual office demands and organized in form of weekly contracts.

1860. ***Belman, Harry Samuel.** The evaluation of occupational studies. Master's, 1933. Wisconsin. 106 p. ms.

Presents the findings of a survey conducted for the purpose of determining the objectives underlying the preparation and use of occupational studies, interprets findings, and presents a measuring device for occupational studies based on the findings.

1861. **Bishop, George Robert.** An evaluation of an advertising course for the secondary schools of Greeley. Master's, 1933. Colo.St.T.C.

1862. Brooks, Ellsworth W. A standard procedure for administering commercial occupational surveys. Master's, 1933. Iowa.

1863. Browning, Katherine C. The status of commercial education in the middle west. Master's, 1933. Ind.St.T.C. 203 p. (Abstract in: Indiana State teachers college. Teachers college journal, 4: 301-302, July 1933)

Attempts to determine what percentage of students enrolled in the high-schools of the middle west are taking commercial work; to learn the amount and kind of preparation that is required of commercial teachers; to learn about courses of study, methods of procedure, materials, and tests used in teaching commercial subjects, and to compare teacher preparation and courses of study in the middle west with those of other sections of the United States.

1864. Campbell, Helen L. Analysis of the study habits of pupils in shorthand. Master's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 8: 312-13)

Determines what procedures and techniques qualified teachers of shorthand consider most valuable and necessary for a pupil to follow in the preparation of a lesson assignment. Data indicate the importance of teaching study habits, techniques and procedures at the beginning of the study of shorthand and continuing such instruction throughout the study of the subject.

1865. Christoferson, C. A. An experiment in junior business training. Master's, 1933. North Dakota.

1866. *Coan, Katherine T. A four year follow-up study of the commercial girl graduates of June, 1927 of the Baltimore senior high-schools. Master's, 1933. Boston Univ. 82 p. ms.

Attempts to measure the effectiveness of the present commercial training program in the Baltimore senior high-schools; to secure a standard of measurement through a study of concrete results and reactions obtained from responses to a questionnaire indicating whether or not the subjects included in the present curriculum are useful; and to use this standard of measurement in a survey of preparation of a particular and specific group of graduate entrants into the business and vocational world.

1867. Cole, Isa M. Types of occupational opportunities for boys and girls between the ages of 14 and 17, inclusive, in the City of Syracuse, N.Y., and the value of these occupations for vocational advancement. Master's, 1933. Michigan. 46 p. ms.

1868. Colegrove, Rosa. The relation of intelligence to the learning of shorthand and typewriting. Master's, 1933. Wyoming.

1869. *Coleman, P. Evans. Important educational achievements of the cooperative commercial curriculum at the University of Cincinnati. Doctor's, 1933. New York. 238 p. ms.

1870. *Creedon, Margaret Mary. Reorganization of commercial education in the light of social needs. Master's, 1933. Boston Univ. 89 p. ms.

Finds that the unit year plan, general and junior business training, machine clerical training, bookkeeping, economics, sociology, and commercial law promote social values.

1871. Dewar, Everett Bond. Commercial curricula for boys in secondary schools. Master's, 1933. Boston Univ.

1872. Donaldson, Eliza J. Investigation of the relation between bookkeeping instruction in high-school and success in college accounting. Master's, 1933. Iowa.

1873. Douglas, Dorothy E. The relationship of commercial education to the business needs of the community. Master's, 1933. Howard. 41 p. ms.

Compares the abilities for which 96 Negro business men in Washington, D.C., thought that training was needed, with the specific outcomes of the required courses at the Cardoza high-school.

1874. **Engberg, Ebba Ragnhild.** A study of the possibilities of integrating other subject matter into the teaching of typewriting in the junior high-school. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 83, October 1933)

1875. **Fasnacht, Harold Dale.** An evaluation of junior business training. Master's, 1933. Colo.St.T.C.

1876. **Felsen, Jeanette.** A study of the values to be derived from a knowledge of typewriting by college students. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 89, October 1933)

1877. **Ferrari, Marion Elaine.** Problems of teaching shorthand in the high-school. Master's, 1933. Boston Univ. 119 p. ms.

1878. **Fisher, Sol.** A history of commercial education in the day senior high-schools of New York City (1878-1932). Master's, 1933. Coll. of the City of N.Y. 194 p. ms.

1879. **Fry, Nellie C.** Basic business information possessed by high-school seniors. Master's, 1932. Okla. A. and M. Coll. 50 p. ms.

1880. **Gardella, William.** A follow-up of the graduates and drop-outs of the commercial curriculum of the Vineland high-school, Vineland, N.J., for the years 1929, 1930 and 1931. Master's, 1933. Rutgers.

1881. **Goehring, Viola Elsie.** A comparison of the typewriting achievements of students trained on the Universal and the Dvorak-Dealey simplified typewriter keyboards. Master's, 1933. Washington. 70 p. ms.

Students working on new keyboard showed much greater progress than those working on old keyboard and in less than half the time.

1882. **Hanson, Martha.** Business skills and information needed by everyone as determined by an investigation of experiences of laymen in North Dakota. Master's, 1933. Colo.St.T.C.

1883. **Hawkins, Helen I. G.** An analysis of errors made in first, second, and third semester typewriting classes in a high-school. Master's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress and bibliography of publications, 8: 333)

Analyzes the errors made in the first three semester classes in Schenley high-school, Pittsburgh, Pennsylvania, to determine the persistency and kind of errors common to the work and to the classes studied.

1884. **Herrmann, Clara.** A comparative study of private business schools and the business departments of high-schools of Philadelphia. Master's, 1932. Temple. 105 p. ms.

Investigates the origin and development of the business schools and business departments of the high-schools. Surveys 22 business schools and business departments of all Philadelphia high-schools.

1885. **Hoff, Richard Ray.** A critical study of the recent literature dealing with social-business subjects in the secondary schools. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 89, October 1933)

1886. **Hoffman, George M.** An analysis of the preparation for and duties of clerical workers in small offices. Master's, 1933. Temple. 71 p. ms.

Finds that clerks need high-school training, that stenography is important, that better guidance is needed in the public schools, and that academic subjects help students prepare for the worthy use of leisure time.

1887. **Imes, Wilma.** A survey of junior business training in the secondary schools of Colorado, Wyoming, and Nebraska. Master's, 1933. Colo.St.T.C.

1888. ***Isaacs, Mervin.** Professional accountancy training in collegiate schools of business. Doctor's, 1933. T.C., Col. Univ. Far Rockaway, N.Y., 1933. 152 p.

Studies the formal requirements for graduation of a student specializing in accountancy, the nature and amount of accountancy training required or available, and the content of accountancy courses offered, analyzes 43 C.P.A. examinations to determine what seemed to constitute the basic subject matter of accountancy.

1889. **Jackson, Harry Pescod.** A history of business education in the United States. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 89, October 1933)

1890. **Jessup, Eva Margaret.** Improvement of instruction in typewriting in secondary schools through supervision. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 84, October 1933)

1891. **Kane, Florence M.** A community retail training program. Master's, 1932. Cincinnati.

1892. **Keiry, Robert Malcolm.** An analysis of present day problems, generalizations, and concepts of business administration and management. Master's, 1933. Colo.St.T.C.

1893. **Klotz, Dorothy Esther.** Salesmanship in the secondary schools. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 89, October 1933)

1894. **LaMar, Austin A., jr.** The development of commercial education in the public schools of Maryland. Master's, 1933. Maryland. 74 p. ms.

Studies commercial education in the public schools of Maryland from 1864 to 1932; the certification and training of teachers of commercial subjects.

1895. **Lane, John Rush.** The present status of business teachers subjects in the high-schools of California. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 90, October 1933)

1896. **Linstad, Esther Oline.** A study of the winners in the Colorado State commercial contests and their activities. Master's, 1933. Colo.St.T.C.

1897. **Lischin, Rose Lillian.** Survey of the present status of typewriting in Pennsylvania. Master's, 1932. Temple. 151 p. ms.

Studies practices involved in the teaching of typewriting in 140 Pennsylvania high-schools.

1898. **Malone, Sister Mary Esther.** A study of transcription errors of students in 12 Catholic schools. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 451-52)

1899. **Maynard, Mabel Eudora.** Social business education in California high-schools. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 85, October 1933)

1900. **Miller, Anna F.** Practices in guidance of high-school students in election of commercial subjects. Master's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress and bibliography of publications, 8: 354-55)

Data from 297 high schools indicate that general success in school work is considered in counseling more frequently than any other measure of pupil ability, but more than 40 per cent of the schools made no use of this index.

1901. **Miller, Dorothy Fay.** An experiment in relearning typewriting. Master's, 1933. Washington. 85 p. ms.
1902. **Miller, M. Mae.** An experimental study in the prevention of errors in typewriting. Master's, 1933. Iowa.
1903. **Monroe, Mable R.** An analysis of shorthand transcription errors for a diagnosis of difficulties. Master's, 1933. Colo.St.T.C.
1904. **Moore, Ruth B.** Comparison of letter and word errors made on simplified keyboard. Master's, 1933. Washington. 100 p. ms.
1905. **Morgan, Odus Leolen.** Comparative status of typewriting in North central high-schools of Oklahoma and suggestions for improvements, 1927-1932. Master's, 1933. Okla. A. & M. Coll. 34 p. ms.
1906. **Oak, Vishnu V.** Commercial education in Negro colleges. Master's, 1932. Iowa.
1907. **Opfer, Dorothy Selina.** A critical study of the typing errors of beginning pupils in four Los Angeles senior high-schools. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 86, October 1933)
1908. **Ordnung, Emma M.** Subject plan versus conventional plan of teaching beginning typewriting in the Chaffey junior college. Master's 1933. Southern California. (California quarterly of secondary education, 9: 86, October 1933)
1909. **Outland, Glenn O.** A study of typewriting contests. Master's, 1933. Ohio. 78 p. ms.
- Typewriting contests appear to be a worthwhile teaching device but need some improvement.
1910. **Pille, Elsa Marie.** An investigation of first semester typewriting errors. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 87, October 1933)
1911. **Randall, Helen Ferguson.** Abilities of pupils in commercial and academic courses. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 87, October 1933)
1912. **Redington, Ruth Evalena.** A study of mechanical devices used in dictation and shorthand transcription. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 90, October 1933)
1913. **Richards, Nella.** Developing thinking through the teaching of typewriting. Master's, 1933. Ohio. 85 p. ms.
1914. **Schlosser, Katherine Elizabeth.** Survey of the shorthand transcription courses in the high-schools of the United States. Master's, 1933. Colo. St.T.C.
1915. **Sengbush, Gertrude Alma.** An experiment with the use of lantern slides in the teaching of typewriting. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 91, October 1933)
1916. **Shapiro, I. Benjamin.** A study of the duties performed by bookkeepers employed in business establishments in the city of Philadelphia. Master's, 1933. Temple. 77 p. ms.
1917. **Short, Margaret.** The accrediting of high-school commercial subjects by institutions of higher learning. Master's, 1933. Texas St. Coll. for Women.
- Studies entrance and degree requirements and elective offerings in business administration courses in more than 100 leading colleges and universities throughout the United States.

1918. **Sima, Anne L.** An analytical study of the development of transcription skill. Master's, 1932. Michigan. 71 p.

1919. **Smith, Emory Clark.** Commercial education in the curricula of the junior colleges of Texas. Master's, 1933. Texas.

1920. **Snyder, Clara Mae.** A survey of commercial curricula in the secondary schools of Kansas. Master's, 1933. Colo.St.T.C.

1921. **Stenberg, George B.** An intensive study of the law in Iowa with special reference to the points usually included in a course in business law. Master's, 1933. Iowa.

1922. **Street, Carol J.** A study of theory and practice in the use of various credit instruments. Master's, 1933. Temple. 110 p. ms.

Finds a definite similarity between business theory as it is taught in the Philadelphia schools and business practice in regard to credit instruments.

1923. **Talbott, Edna Verploeg.** A survey of commercial education in the first-class high-schools, white, of West Virginia. Master's, 1933. Colo.St.T.C.

1924. **Thompson, James Michael.** The status of business education in Presbyterian colleges. Master's, 1933. Colo.St.T.C.

1925. **Thompson, Millicent.** Overlapping in secondary school commercial subjects. Master's, 1933. Iowa.

1926. **Tietjen, Madeline.** Is correct use of English an essential for success in shorthand? Master's, 1933. N.Y.St.Coll. for Teach.

1927. **Twiss, William Albert.** Commercial curricula and bookkeeping courses in Chicago high-schools. Master's, 1933. Northwestern. ms.

1928. **Tyrell, Doris.** A proposed office practice course based upon an analysis of secretarial duties. Master's, 1932. Minnesota. 240 p. ms.

Data were used in an article entitled: "An activity analysis of secretarial duties as a basis for an office practice course." *Journal of experimental education*, 1: 323-40, June 1933.

1929. **Walker, Arthur Lee.** Adjusting the commercial curriculum of Sherman high-school to the needs of the community. Master's, 1933. Colo.St.T.C.

1930. **Warren, Dorothy E.** A study to determine the business practices experienced by intermediate grade pupils. Master's, 1933. Southern California. (*California quarterly of secondary education*, 9: 91, October 1933)

1931. **Wells, Inez Ray.** An evaluation of the non-educational values claimed for bookkeeping. Master's, 1933. Iowa.

1932. **Werlinsky, Daniel.** A questionnaire study of business activities performed by junior high-school pupils. Master's, 1933. Temple. 50 p. ms.

1933. **Wright, Herbert S.** An intensive study of the law in Missouri with reference to points usually included in a course in business law. Master's, 1933. Iowa.

INDUSTRIAL EDUCATION, INCLUDING INDUSTRIAL ARTS

1934. **Adams, Orville D.** Adapting efficiency methods to making a survey of conditions surrounding vocational education in Medford, Oregon, for the purpose of measuring the effectiveness of this work and suggesting methods for improvement. Master's, 1932. *Oreg. Agr. Coll.* 112 p. ms.

1935. **Ashley, Lawrence F.** Administrative problems in industrial arts organization with special reference to the use of shop record forms in the secondary schools. Master's, 1932. Ohio. 260 p. ms.
1936. **Aslinger, Elmer N.** Characteristics of elective shop boys, Knoxville junior and senior high-schools. Master's, 1933. Tennessee.
1937. **Baylis, Milton W.** Growth of vocational education in United States since 1917. Master's, 1933. Temple. 119 p. ms.
1938. **Berglund, Erick Bernard and Fiedler, William Richard.** School shop noises: an investigation of their nature, effects and reduction. Master's, 1933. Ohio. 116 p. ms.
1939. **Bergstrom, John A.** Correlative constants in the major fields of woodwork. Master's, 1933. Iowa St. Coll. 60 p. ms.
Lists the common processes and operations of the cabinet-making, carpentry, and pattern-making trades.
1940. **Bollinger, Elroy W., Warner, William E. and Hutchinson, Herbert H.** The terminological investigation of professional and scientific terms from the literature of vocational and practical arts education. Western arts association bulletin, 17: 45, March 20, 1933. (University of North Dakota)
1941. **Bollinger, Joseph W.** Elementary foundry work. Master's, 1933. Colo. Agr. Coll.
1942. **Bouda, Fred L.** The junior high-school industrial arts curriculum. Master's, 1933. Michigan. 75 p. ms.
1943. **Brown, M. Letitia.** Follow-up study of students of a vocational school. Master's, 1933. Howard. 90 p. ms.
Finds that 40 of the 59 graduates of the vocational school have worked at their trades since graduation and that these graduates will work at their trades when openings occur.
1944. **Campbell, Herbert V.** Problem—to determine the correlation between pupils' industrial arts training in high-school and their work after leaving school. Master's, 1933. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1933: 12)
Finds that the high-school industrial arts training helped 80 per cent of the 187 persons studied in their vocations.
1945. **Capron, Albert M.** How technical industrial arts courses may contribute to the training of expressional hand-work teachers in grades 1-8. Master's, 1932. Oreg. Agr. Coll. 57 p. ms.
1946. **Carmichael, Mrs. Ida B.** Craft work as an early educational force and its present status in secondary education. Master's, 1932. Cincinnati.
1947. **Christopherson, Clarence H.** Staff courses in the industrial arts: an analytical survey of policies and instruments for promotion and supervision. Master's, 1933. Minnesota. 126 p. ms.
1948. **Cook, Charles Marshall.** An investigation to derive the content of a course in related drawing for the machine shop course in an all-day vocational school. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 351-52)
1949. ***Coon, Alice Della.** Teaching the industries of New England in its schools. Master's, 1933. Boston Univ. 80 p. ms.

1950. Cope, Walter A. Equipment and equipment specifications for general metal. Master's, 1933. Ohio. Columbus, Ohio state university press, 1933. 110 p.
1951. Cramer, Carl C. A study of industrial arts as offered in 30 high-schools in northern Illinois. Master's, 1933. Colo. Agr. Coll.
1952. Crawford, James J. An analysis of programs and facilities for teaching trade-electricity in selected schools of western Pennsylvania. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of these, researches in progress, and bibliography of publications, 9: 355-56)
1953. Cunningham, Thomas V. Industrial education in universities and colleges. Master's, 1933. Minnesota.
1954. Dimmitt, Roy. An analysis of the house painter's trade for purposes of vocational instruction. Master's, 1933. Indiana.
1955. Divers, Langdon P. Boat building exploratory unit in junior high-school industrial arts. Master's, 1933. Wisconsin. 113 p. ms.
1956. Ericson, Emanuel E. Standards of attainment in junior high-school woodwork. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 83, October 1933)
1957. *Fink, Eugene D. History of the development of industrial education and of industrial arts education at the Oswego state normal school. Master's, 1933. New York. 158 p. ms.
1958. Francis, Edward Guy, jr. Bases for junior high industrial arts program for Bluefield, W.Va. Master's, 1933. Peabody. 125 p. ms.
1959. Freeman, Otis Lewis. An analysis of the worth and usability of industrial arts problems made in the schools of Memphis, Tenn. Master's, 1933. Iowa St. Coll. 89 p. ms.
Finds that 91.9 per cent of the industrial arts projects made by the school children of Memphis, Tenn., are being used in the homes or have been sold.
1960. Fryklund, Verne C. The abilities of industrial teachers. Industrial education magazine, 36: 57-63, March 1934. (University of Minnesota)
1961. ——— Selection and training of modern factory workers. Doctor's, 1933. Minnesota. 500 p. ms.
1962. Gillespie, Pollard. Comparative study of mechanical ability of rural and city boys. Master's, 1933. Peabody. 50 p. ms.
1963. Gilson, John G. Content for a course in related science for woodworkers. Master's, 1933. Iowa St. Coll. 78 p. ms.
1964. Goff, Roby D. The teaching of elementary forging by the contract method. Master's, 1933. Oreg. Agr. Coll. 175 p. ms.
1965. Gray, C. T. Social values of handcrafts in American family. Austin, University of Texas, 1933.
Studies handcrafts to determine their psychological values and the changes which have come about in the American home due to change caused by the machine.
1966. Groark, Esther Margaret. A history of vocational education in the Philadelphia public school system. Master's, 1932. Marywood. 58 p. ms.
1967. Hall, Everett V. The status of the industrial arts work in the consolidated schools of Iowa. Master's, 1933. Iowa St. Coll. 79 p. ms.
1968. Hamilton, Roderick S. J. An industrial arts course in printing for senior high-schools. Master's, 1933. Stanford. 81 p. ms.

1969. **Hiller, Jesse A.** A prognostic study for the unit trade shop. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of these, researches in progress, and bibliography of publications, 9: 384-85)
1970. **Hirtle, Stanley W.** An evaluation of the character and guidance functions of the general shop in the junior high school. Master's, 1933. Boston Univ. 164 p. ms.
1971. **Holcomb, Paul Eldon.** The application and administration of educational principles in the Air Corps primary flying school at Randolph Field, Texas. Master's, 1933. Texas.
1972. **Horst, Claude William.** A study of the leisure time preferences of boys attending a part-time vocational school. Master's, 1933. Washington. ms.
1973. **Horstman, Henry.** The general shop curriculum in Nebraska schools. Master's, 1933. Colo.St.T.C.
1974. **Horton, Gilbert A.** The extent, nature, and objectives of industrial arts for high-school girls in the States of Texas, Alabama, Louisiana and Mississippi, for the year 1932-33. Master's, 1933. Iowa St. Coll. 69 p. ms.
Shows that in the 70 schools reporting industrial arts for girls there was an average of 29.4 girls per school enrolled in the industrial arts department, and that the most popular subjects were mechanical drawing, bench woodwork, freehand drawing, home mechanics, printing and auto mechanics.
1975. **Joachim, Fred N.** Survey of current literature on vocational education. Master's, 1932. Okla. A. & M. Coll. 125 p. ms.
1976. **Kidder, Russell B.** A review of the general shop movement in industrial arts education. Master's, 1933. Oreg. Agr. Coll. 99 p. ms.
1977. **Langford, John A.** Mechanical ability in a comprehensive high school. Master's, 1933. Mass. St. Coll. 106 p. ms.
1978. **Lassen, Arnold A.** An education by civic club audiences of the speech subjects and presentation methods of the gas and electric industries. Master's, 1933. Iowa.
1979. **Lulow, Roy V.** A comparison of the effectiveness of the lecture method versus operation sheets in teaching the techniques of machine woodworking to senior high-school students. Master's, 1933. Iowa St. Coll. 97 p. ms.
1980. **McBride, Willis Homer.** The high-school curriculum as preparation for vocational education in college. Master's, 1933. Okla. A. & M. Coll. 28 p. ms.
1981. **McHenry, Paul T.** A comparative study of industrial arts education programs in 42 teachers' colleges. Master's, 1933. Okla. A. & M. Coll.
1982. **McKissack, Paul W.** Junior high-school industrial arts in Missouri. Master's, 1933. Colo.St.T.C.
1983. **Maeder, Frederick O.** Plumbing apprenticeship and its relation to itinerant instruction in 13 Wisconsin cities for years 1925 to 1930. Master's, 1933. Colo. Agr. Coll.
1984. **Martin, Beryl E.** The application of accepted criteria in the analysis of available theses on auto mechanics. Master's, 1933. Iowa St. Coll. 87 p. ms.
Criteria were established for the evaluation of theses in education. The criteria were then used to check 7 theses in auto mechanics.

1985. **Martin, J. W.** An experimental determination of the effectiveness of the demonstration method of teaching woodworking in developing skill. Master's, 1933. Penn. State.

1986. **Mays, Jesse T.** The development of industrial arts in the colleges of Kentucky. Master's, 1933. Peabody. 89 p. ms.

Finds that the teacher training institutions of Kentucky should increase the range of their offerings so that they will more fully cover the industrial activities of the State and nation.

1987. **Monks, Wilbur Kennedy.** A scale for grading the product of ninth grade mechanical drawing in the industrial arts in western Pennsylvania. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 423-24)

1988. **Moore, William M.** The minimum essentials or principles and skills to be taught in junior high-school printing. Master's, 1932. Michigan. 35 p. (Abstract in: University of Michigan. Abstracts of dissertations and theses in education. Monograph, no. 2: 82-83)

1989. **Mott, Hubert Leslie.** Survey of vocational-industrial education in Seneca Falls, N.Y. Master's, 1933. Cornell. 115 p. ms.

1990. **Odlin, Frances.** Organization of a course in related trade science for eleventh year toolmakers in a cooperative school. Master's, 1933. Wittenberg. ms.

1991. **O'Neill, Verner C.** Survey of informational content in senior high-school industrial arts courses. Master's, 1933. Wisconsin. 117 p. ms.

1992. **Pace, Carl.** The status of industrial arts in Tennessee. Master's, 1933. Peabody. 74 p. ms.

1993. **Paige, Theodore.** Determining a course of study for industrial arts in the junior high-school. Master's, 1933. Iowa. 107 p. ms.

1994. **Paustian, Henry J.** Standard equipment and supplies for seventh grade industrial arts. Master's, 1932. Wisconsin.

1995. **Pfeifer, G. O.** Duties of industrial arts instructors in Minnesota other than shop instruction. Master's, 1933. North Dakota.

1996. **Porter, Howard R.** Photography, a semi-professional course for the junior college. Master's, 1932. Stanford. 106 p. ms.

1997. **Regnier, Arthur W.** The history and development of industrial arts in the public schools of Kansas (non-vocational). Master's, 1933. Kans.St.T.C., Emporia. 66 p. ms.

1998. **Richards, Edward E.** A general shop course of study for the junior high-school. Master's, 1933. Wisconsin. 99 p. ms.

1999. **Richards, Paul E.** An industrial arts program for a private junior-senior high-school. Master's, 1933. Stanford. 228 p. ms.

2000. **Schleter, George H.** An investigation of acquiring skill in electric splicing. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 448-49)

Attempts to determine how skill in electric splicing was acquired by 173 junior high-school boys during a five month period, and by 46 boys during a 10 month period.

2001. Schrammel, ~~H. E.~~ and Schwanzle, B. L. Subject offerings in industrial arts. Teaching, 11: 9-13, December 1932. (Kansas State teachers college of Emporia)

Reveals that there is a tendency for high schools, although located in different states, to offer a few of the same industrial arts subjects.

2002. Schweers, Rex Raymond. Problems on the steel square for high-school shop students. Master's, 1933. Colo.St.T.C.

2003. Schwertler, Anna W. A survey of the boys of the unit trade and the cooperative departments of the Toledo vocational school for the years 1928-29 and 1929-30. Master's, 1932. Michigan. 41 p.

2004. Shipp, Vernon E. Unit instruction sheets and a course of study based upon an analysis of bench woodworking as a school activity. Master's, 1933. Oreg. Agr. Coll. 78 p. ms.

2005. Shumaker, F. O. Is there a place for girls in the industrial arts phase of practical arts education? Master's, 1932. Miami. 90 p. ms.

Shows that there is a place for girls in the industrial arts phase of practical arts education.

2006. Smith, L. D. A survey of vocational training facilities in Pennsylvania. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 452-53)

Includes a list of the training institutions discontinued during the three year period prior to 1933 and a list of the vocational training facilities of the public schools of Pennsylvania.

2007. Smith, Marion W. Evaluating Wisconsin's foreman training program. Master's, 1933. Wisconsin.

2008. Smith, Robert E. Publicity for industrial arts. Master's, 1932. Ohio. 108 p. ms.

2009. Smith, Wilbur H. The teaching of automechanics. Master's, 1933. Peabody. 150 p. ms.

2010. Snyder, Salathiel S. A suggested State plan for mechanic arts education in the seventh to twelfth grades of the Colorado public schools. Master's, 1933. Colo. Agr. Coll.

2011. Stanley, Arthur Edward. Analysis of industrial arts in Colorado. Master's, 1933. Colo.St.T.C.

2012. Stansbury, E. B. Status of industrial arts in the secondary schools of Kentucky. Master's, 1933. Peabody. 150 p. ms.

2013. Sterling, Chester Leroy. History of industrial education in the Pittsburgh public school system. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 454-55)

2014. Stevenson, Lee. The general shop as an educational activity in the small high-school. Master's, 1933. Oreg. Agr. Coll. 74 p. ms.

2015. Stuart, Harland. The improvement of vocational education in the Philippine Islands. Doctor's, 1933. Harvard. 547 p. ms.

Studies education of less than college grade, especially in the five Western Visayan provinces, and proposes improvements in vocational guidance, junior high-school organization and curriculum, senior high-school curricula, distribution of types of schools, and extension education.

2016. **Tanner, G. T.** The general shop as a means of developing the junior high-school boy to perform unspecialized practical activities. Master's, 1932. Miami. 70 p. ms.

2017. **Tay, Herbert H.** Vocational placement of high-school boys. Master's, 1933. Claremont. 85 p. ms.

2018. **Thiede, Alfred Louis.** A determination of methods and practices to be recommended in the giving of demonstrations to industrial arts shop classes in the junior high-school. Master's, 1933. Iowa St. Coll. 58 p. ms.

2019. **Tomasulo, Michael C.** Education through industrial arts. Master's, 1933. Rutgers.

2020. **Tranbarger, John C.** Practice in the fundamentals of printing. Master's, 1932. Ind.St.T.C. 192 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 4: 297, July 1933)

Attempts to prepare a series of lessons of sufficient number and suitable type that the student who completes them in a satisfactory manner will have an elementary knowledge of printing; and to combine instruction sheets and job sheets in such a way that while the manipulative skills were being mastered, a knowledge of such things as the history of printing, famous printers, making of paper, printing styles, et cetera, was acquired without conscious effort or the use of formal assignments.

2021. **Treat, Frank M.** Training methods in mechanical coal mining. Master's, 1933. Colo. Agr. Coll.

2022. **Triche, Andrew.** Vocational education: comparative study of vocational education in the 48 states. Doctor's, 1933. Penn. State.

2023. **Trygg, Oscar A.** Unit instruction sheets and a course of study based on an analysis of the machinists' trade. Master's, 1932. Oreg. Agr. Coll. 54 p. ms.

2024. **Turner, Clarence E.** Needs for day trade training in certain trades in Phoenix, Arizona. Master's, 1933. Colo. Agr. Coll.

2025. **Valk, Donald N.** A study of industrial arts education and industrial arts teachers in the small school districts in the State of Michigan. Master's, 1932. Michigan. 53 p.

2026. **Van Deusen, C. S.** Manual training and its place in rural education. Master's, 1933. Western Reserve. 119 p. ms.

2027. **Voth, John J. and Hunter, William L.** Objectives of industrial arts education. Ames, Iowa State college, 1933. 75 p. ms.

Collects and organizes the objectives of the various phases of industrial arts education in the professional literature from 1920 to 1933.

2028. **Wagner, Merlin B.** A course of study in printing for the public schools. Master's, 1933. Oreg. Agr. Coll. 100 p. ms.

2029. **Warner, Ralph Leo.** An experimental investigation of the mechanical abilities of shop students in the junior high-school. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 91, October 1933)

2030. **Watts, E. J.** Methods of administration of supplies and materials for industrial arts woodworking classes in Texas. Master's, 1933. Agr. and Mech. Coll. of Texas.

2031. **Whitney, Harry H.** Survey of industrial arts curricula in state teachers colleges accredited by the North central association. Master's, 1933. Colo. Agr. Coll.

2032. Witt, Edward H. Physical aspects of industrial arts departments. Master's, 1933. Minnesota.

AGRICULTURAL EDUCATION

2033. *Bartlett, John W. A study of the organization of subject matter and the methods pursued in graduate work in the field of dairy industry. Doctor's, 1932. New York. 195 p. ms.

Data indicate a lack of uniformity of content of courses offered by the land-grant colleges; credit hours for course study and research differ among institutions; policies differ among institutions relative to the teaching of fundamental science courses; a large majority of the colleges permit graduates and undergraduates to pursue courses together; major and minor courses are not uniform.

2034. Bollen, Fred Monroe. Basing the teaching of the peach enterprise on scientific findings. Master's, 1933. Peabody. 118 p. ms.

2035. Clements, L. D. The town boy in vocational agriculture. Master's, 1933. Colo. Agr. Coll.

2036. Cummins, C. L. Soil survey of State teachers college farm. Master's, 1933. Peabody. 109 p. ms.

2037. Dickerson, Russell B. Farm management for all-day school pupils in the Sussex high-school community. Master's, 1933. Rutgers.

2038. Dowell, William E. A method of organizing subject matter in the new course of study in agriculture for Minnesota. Master's, 1933. North Dakota.

2039. Edens, W. J. A study of course content in agricultural economics taught in departments of vocational agriculture in high-schools of Kentucky. Bowling Green, Western Kentucky State teachers college, 1933.

2040. Ekstrom, George Frederick. An analysis of administrative practices in vocational agricultural education in the public schools of Iowa. Master's, 1933. Iowa St. Coll.

2041. Faust, Samuel L. Occupations followed by former all-day pupils in vocational agriculture in the Bridgeton high-school area. Master's, 1933. Rutgers.

2042. *Garrison, William M. Some results from teaching vocational agriculture in three West Virginia high-schools. Master's, 1933. West Virginia. 148 p. ms.

Data indicate that the more vocational agricultural training a boy receives, the more apt he is to farm.

2043. Hess, Lester S. A comparative study of the vocational agriculture pupils and the non-vocational pupils of the Moorestown high-school, New Jersey. Master's, 1933. Rutgers.

2044. Hester, Lynton O. Performance of ex-students of vocational agriculture in college. Master's, 1933. Louisiana.

Evaluates 184 improved practices reported in evening class work.

2045. Hollingsworth, Milton Coffelt. Vocational agriculture and home economics in secondary schools of Virginia. Master's, 1932. Virginia.

2046. Jessup, Maurice K. Factors influencing the discontinuance of federally-aided departments of agriculture in Iowa high-schools, 1917 to 1932. Master's, 1933. Iowa St. Coll.

2047. Kiser, Owen E. Farm shop for all-day school pupils in the Glassboro high-school area. Master's, 1933. Rutgers.

2048. Landsburg, Keith R. The development of the Smith-Hughes vocational agriculture education in the State of Michigan. Master's, 1933. Michigan. 95 p. ms.

2049. Magill, Edmund C. The college performance of high-school graduates of vocational agriculture as compared with others. A study of the scholastic performance in college of high-school graduates of vocational agriculture, particularly during the freshman year, as compared with students from other high-school curricula and from different types of high-schools in Virginia. Blacksburg, Virginia polytechnic institute, 1933. 40 p. (Bulletin, vol. 26, no. 11)

2050. ——— and Downing, T. V. Some suggestions for individualizing instruction in vocational education in agriculture for Virginia. Blacksburg, Virginia polytechnic institute, 1933. 13 p. ms. (Department mimeo. no. 26)

2051. ——— and Groseclose, Henry C. Teaching farm business readjustment. Blacksburg, Virginia polytechnic institute, 1932. 52 p. ms. (Dept. mimeo. no. 24)

Attempts to devise means of teaching rather technical procedure of analyzing a farm business, identifying weak points and developing an improved business program, especially for evening-school students.

2052. Montgomery, Joseph P. A shop program for the department of agriculture in the Jemison high-school. Master's, 1932. Ala. Poly. Inst.

2053. Morton, L. W. A study of agricultural occupations in Virginia. Master's, 1933. Va. Poly. Inst. 133 p. ms.

Gives the scope and nature, working conditions, opportunities, qualifications, advantages and disadvantages of the different agricultural occupations.

2054. Potter, Robert J. A farm practice record for pupils under the six-six plan in the Paterson patronage area. Master's, 1933. Rutgers.

2055. Rhoten, Walter Glenn. An analysis of the agricultural schools in the United States, territories, and insular possessions compiled into a guidance manual to be used by prospective agricultural students. Master's, 1933. Ohio. 530 p. ms.

2056. Roberts, Martin. Migration and occupational distribution of vocational agriculture boys after leaving high-school. Master's, 1933. Kentucky. 142 p. ms.

2057. Shafner, John W. Evaluating improved practices resulting from agricultural evening class work. Master's, 1933. Louisiana.

2058. Smith, Oscar Z. Using farm magazines in teaching vocational agriculture in Mississippi. Master's, 1933. Peabody. 50 p. ms.

2059. Stillwell, Earle. A cross-section course of study in vocational agriculture for all-day pupils in the Freehold patronage area. Master's, 1933. Rutgers.

2060. Turner, Robert Howard. Value of vocational agriculture news in local press of Tennessee. Master's, 1933. Peabody.

2061. Weigand, Leslie L. Effective instruction in farm mechanics in the Timnath, Colorado, consolidated school. Master's, 1933. Colo. Agr. Coll.

2062. Wilding, Alexander, jr. Organization and administration of agricultural education in the Los Angeles city school district. Master's, 1933. South-

ern California. (California quarterly of secondary education, 9: 88, October, 1933)

2063. **Wilkins, Claude A.** Constructing a course of study for the vocational agricultural schools of the Texas region known as the Llano Estacado. Master's, 1933. Colo. Agr. Coll.

2064. **Williams, Gilmore C.** The correlation between actual farm practices and recommended farm practices in vocational agricultural project work in Alabama. Master's, 1932. Ala. Poly. Inst.

HOME ECONOMICS

2065. **Allen, Margaret Buell.** The social and psychological aspects of home-making which should be included in a course offered to girls. Master's, 1933. California. (California quarterly of secondary education, 9: 78, October 1933)

2066. **Anderson, Lorene.** An analysis of the food cost accounts for a three-year period, 1930-33, in the women's cooperative dormitories at Iowa State college. Master's, 1933. Iowa St. Coll.

2067. **Austin, Rhoda Anna.** Planning and constructing contracts for units selected from the Kansas course of study for home economics. Master's, 1933. Kans. St. Coll. 233 p. ms.

2068. **Banks, Marie.)** A suggested home economics curriculum for Northeast Oklahoma junior college. Master's, 1933. Oklahoma.

2069. **Beam, Mary Werts.** Graduate instruction in clothing and textiles. Master's, 1933. Illinois.

2070. **Botto, Mildred.** The effect of home economics training upon the food habits of high-school students. Master's, 1932. Iowa St. Coll.

2071. **Brassfield, Jimisiana.** An experiment in the teaching of nutrition to improve the food habits of a group of elementary school pupils and college students. Master's, 1933. Ohio.

2072. **Brown, Clara M.** Analysis of collegiate records of 144 home economics students. Minneapolis, University of Minnesota, 10 p. ms.

2073. **Cappa, Mildred Jessup.** Trends in the teaching of nutrition in secondary schools. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 89, October 1933)

2074. **Case, Eleanor Bossert.** Organization and content of courses in home economics for boys. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 82, October 1933)

2075. **Channell, Edith T.** A course of study in foods for Wilmington college. Master's, 1933. Ohio. 68 p. ms.

Attempts to discover the needs of students at Wilmington college; to become acquainted with all sources of newer knowledge of foods and nutrition; to review briefly the modern methods of curriculum construction; and to select and organize subject matter for a course of study in foods and nutrition for Wilmington college.

2076. **Clark, Carey.** Poetry as a factor in the teaching of home economics. Master's, 1933. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1933: 16-17)

2077. Cline, Doris A. A study of the development of minimum standards for the household employee in Detroit. Master's, 1932. Michigan. 78 p.

Develops minimum standards in working hours, duties, living conditions, and wages designed particularly for use in placing girls from the Detroit schools.

2078. Corkern, Mrs. Pearl B. A study of the content, time allotment, and place of laundering in the high-school curriculum of the southern states. Master's, 1933. Louisiana. 63 p. ms.

2079. Crowder, Helen Arnold. A survey of certain factors in the home economics departments in the high-schools of Blount county, Tenn. Master's, 1933. Tennessee. 79 p. ms.

2080. Davis, Blanche McMahan. The development of the home economics curricula of Iowa State college from 1914 to 1923. Master's, 1933. Iowa St. Coll.

2081. Deely, Maude E. An outline for a course in clothing for farm women. Master's, 1932. T.C., Col. Univ.

2082. DeGroot, Ruth E. The nutrition-health program of the junior and senior public high-schools in the District of Columbia. Master's, 1933. American Univ. 131 p. ms.

2083. Depew, Bertha. Experimental study in seventh grade foods classes on the time interval between class meetings. Master's, 1933. Kentucky. 43 p. ms.

Compares the achievement of pupils who have food classes once a week for a period of 18 weeks, with that of pupils who meet for food classes three times a week for a period of six weeks.

2084. Ford, Ida L. An analysis of worthy home membership. Master's, 1933. Michigan. 91 p. ms.

2085. Fowlkes, Harriett. Objective tests for Tennessee high-schools in special units of home economics. Master's, 1933. Tennessee. 176 p. ms.

2086. Garnand, Sidney F. A study of procedures in establishing a home mechanics course for towns of the type of Garden City, Kansas. Master's, 1933. Colo. Agr. Coll.

2087. Gilchrist, Mary Ann. A survey of occupational information material in the field of home economics. Master's, 1932. Michigan. 72 p. ms.

Reviews the literature on employment in the various home economics fields, studying home making, institutional management, foods and nutrition, teaching of home economics subjects, textiles and clothing, home economics research and related arts, and the commercial occupations open to girls having home economics training.

2088. Glenn, Maude. Recognition of artistic merit of home economics and non-home economics high-school pupils as measured by the McAdory art test. Master's, 1933. Iowa St. Coll.

2089. Grimes, Mabell Josephine. Survey of practices and conditions affecting the homes of 125 families in Eldora, Iowa, as a basis for planning adult homemaking classes. Master's, 1933. Iowa St. Coll.

2090. Guard, Lucy Ruth. A plan for training prospective United States veterans hospital dietitians. Master's, 1933. Iowa St. Coll.

2091. Harap, Henry and Grosmehr, Helen K. Home economics objectives from studies of home life. Cleveland, Ohio, Western Reserve university, 1933. 38 p. ms. (Bulletin no. 32)

Presents a list of objectives of home economics based on 21 studies of home life

2092. **Hart, Florence Mather.** How to teach clothing. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 84, October 1933)
2093. **Hartz, Anna.** A comparative study of home economics education in the English speaking countries. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 84, October 1933)
2094. **Jackson, M. Eleanor.** A proposed reorganization of the household arts course in the elementary grades of Everett, Mass. Master's, 1932. T.C., Col. Univ.
2095. **Johnson, Ilma.** Scholastic averages, aptitude test scores, and ability ratings for graduates majoring in any of the seven departments of the home economics division of Iowa State college. Master's, 1933. Iowa St. Coll.
2096. **Kern, Mary MacDermott.** A comparative study of home economics over a 10-year period in Champaign, Urbana, University high-schools and the University of Illinois. Master's, 1933. Illinois.
2097. **Klinge, Leo B.** A study of various factors which affect pupils' achievement in certain patternmaking classes in the Crane technical high-school, Chicago, Illinois. Master's, 1932. Northwestern.
2098. **LaMar, Eva Viola.** A comparison of junior and senior high-school courses of study in home economics. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 85, October 1933)
2099. **Lloyd, Ruth.** A comparison of two methods of teaching foods classes in high-school. Master's, 1932. Iowa St. Coll.
2100. **Lory, Anna.** A study of the development of home economics in Colorado high-schools from 1931 to 1933. Master's, 1933. Colo. Agr. Coll.
2101. **McCulloch, Elizabeth Jean.** Home economics laboratory standards. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 85, October 1933)
2102. **McGee, Iris.** A course for home economics for seventh and eighth grades based on ideas or understandings. Master's, 1933. Kans. St. Coll.
2103. **McKenna, Arthur Ernest.** A survey of textile schools and departments in southern colleges. Master's, 1933. Tennessee. 122 p. ms.
2104. **McNaul, Hazel Bernice.** A survey of food programs^{of} of the home economics extension movement. Master's, 1932. Iowa St. Coll.
2105. ***Magee, Ida H.** The training of girls in the public schools of Easton, Pennsylvania, for the responsibilities of homemaking. Master's, 1932. New York. 28 p. ms.
- Suggests different types of courses of study in home economics for pupils who will remain at home after graduation; pupils who will go to college; and pupils who may desire some home economics throughout the four years.
2106. **Mahoney, Ella M.** Student interest in the economic and learning aspects of clothing construction classes. Master's, 1933. Mass. St. Coll. 43 p. ms.
2107. **May, Elizabeth Cora.** The in-school and out-of-school activities of home economics teachers in Negro schools of Texas. Master's, 1933. Kans. St. Coll.
2108. **Miles, Helen.** A comparison of two methods of using illustrative material in teaching home economics to high-school girls. Master's, 1933. Tennessee. 39 p. ms.

2109. Moore, Elizabeth. A study of the value of certain factors for predicting success in home economics teaching. Master's, 1933. Ohio.
2110. Newell, Alma Dale. The detailed organization of some clothing and textile units in consumer education for use as high-school home economics classes. Master's, 1933. Kans. St. Coll.
2111. Noetzel, Ambrosia Coralie. Comparison of vocational records of home economics and non-home economics graduates of Central high-school, Memphis, Tenn., 1922-1931. Master's, 1933. Iowa St. Coll.
2112. O'Neal, Geneva Irene. The use made of the home economics training by the pupils and graduates of the Lenoir city high-school, Tenn. Master's, 1933. Tennessee. 68 p. ms.
2113. *Paine, Frank H. A survey of the food industries of New York City and the possibilities for training programs in them. Doctor's, 1933. New York. 202 p. ms.
Studies the existing training courses for the food industries, surveys the leading industries in order to learn the possibilities for a food industries' school in New York City, and proposes training course outlines for such a school.
2114. Prebble, Fred. Organized material for curricula in home mechanics for girls and home economics for boys. Master's, 1933. Iowa St. Coll. 79 p. ms.
2115. Rush, Florence. A comparative study of home economics teachers in Louisiana. Master's, 1933. Peabody. 92 p. ms.
2116. Russell, Mable. Judgment ability in art of students entering home economics at Iowa State college, 1931. Master's, 1933. Iowa St. Coll.
2117. Ryan, Helen. Employment factors, working conditions, and duties of junior assistants in household work in Berkeley, Calif. Master's, 1933. California. (California quarterly of secondary education, 9: 79, October 1933)
2118. Sanders, Florence B. An experimental evaluation of methods and recipes on the teaching of foods. Master's, 1933. Purdue.
2119. Scanlon, Genevieve. Intelligence, scholarship, activities, interests and attitudes of those girls who elect home economics and of those who do not at University high-school, Minnesota. Master's, 1933. Minnesota. 100 p. ms.
2120. Simpson, Elizabeth Parkinson. An estimate of the waste incurred in the food prepared and served in the dining hall of the University of New Mexico. Master's, 1932. Iowa St. Coll.
2121. Swanson, Lois Moore. A way-of-living study of 100 homes in the Morris Chapel community in Hardin county, Tenn. Master's, 1933. Tennessee. 94 p. ms.
2122. Waller, Eva May. A study of factors influencing enrollment and attendance in the adult homemaking program in Phoenix, Arizona. Master's, 1933. Colo. Agr. Coll.
2123. Wehling, Lydia Maria. Instructional cost of home economics in vocational high-schools of Illinois for 1929-1932. Master's, 1933. Iowa St. Coll.
2124. Wilson, Elsie. The home economics class and everyday clothing needs. Practical home economics, 11: 69-70, 98, March, 1933. (Iowa State college)
2125. Young, Marian Irene. A study of the responsibilities of the high-school home economics teachers of Kansas in the serving of food for school and community functions. Master's, 1932. Kans. St. Coll. 91 p. ms.

2126. Zimmerman, Leonora H. A study of the relative importance of specific content material in the vocational homemaking course in Colorado high-schools. Master's, 1933. Colo. Agr. Coll.

CHARACTER EDUCATION

2127. Ackley, Elene. A study of a personal discussion group for girls; an experiment in character building. Master's, 1933. Washington. ms.

2128. Black, Ernest J. Information in reading, spelling, language, literature, history and civics, physiology and hygiene, geography, and arithmetic in relation to character and conduct. Master's, 1933. Butler. 85 p. ms.

Attempts to determine by statistical methods whether there is any relationship between character and conduct and a knowledge of facts in certain subjects in the elementary school curriculum. There seems to be some relationship between truthfulness and honesty and a factual knowledge of elementary school subjects.

2129. Burnett, Robert. A comparative analysis of state course of study in character education. Master's, 1933. Kans. St. Coll., Ft. Hays. 88 p. ms.

2130. Bynum, Patsy Hazel. The correlation of the novel with education for character. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 82, October 1933)

2131. Daniels, Sister Mary Florian. The training of character among Catholic girls on the high-school level through the medium of modern Catholic women poets. Master's, 1932. Notre Dame.

2132. Devlin, Melda Clair. Organization of imaginative literature for character study. Master's, 1932. Colo. St. T. C.

2133. Eckmann, Lawrence Jerome. A comparative study of the underlying theory of Catholic and secular character education programs. Master's, 1933. St. Louis. 79 p. ms.

2134. Garbee, Eugene E. Leadership in conducting physical education activities for character development. Master's, 1933. Peabody. 74 p. ms.

Finds that educators must provide proper adult leadership of physical activities for the development of socially accepted character traits in boys of junior high-school age, and that the program of physical activities must be arranged so that the boy who participates will be subjected to character developing situations.

2135. Ginn, Carl. An experiment in the development of honesty in a junior high-school. Master's, 1933. Iowa. 88 p. ms.

2136. Hagaman, Adaline. Supervision in relation to character education. Master's, 1933. Rutgers.

2137. *Herriott, Frank W. Scope and relationship of character building agencies dealing with high school students, Montclair, N.J. Doctor's, 1933. T.C., Col. Univ., New York, N.Y., 1933. 223 p.

Published also as: A community serves its youth.

Data were secured on the attitudes and ideas of community leaders as expressed in individual and group conferences; on the reactions of students by means of a questionnaire submitted to the senior class of the school; on leisure time activities through the cooperation of the dean of girls and other administrative officers.

2138. Houston, Gwendolyn. Character education: an analysis of present practices with an attempt to find new approaches. Master's, 1933. California. (California quarterly of secondary education, 9: 79, October 1933)

2139. Hutson, Ruth Byers. Junior high-school literature as a means of character education. Master's, 1933. Catholic Univ. 130 p. ms.

2140. **Imwalle, Sister Mary de Lourdes.** A study of the departmental system with reference to the character formation of high-school students. Master's, 1933. Catholic Univ. 95 p. ms.

2141. **Jackson, Joseph Harrison.** The status of character education according to the literature. Master's, 1933. Creighton.

2142. **Knain, Joseph K.** Character education outcomes of school activities in North Dakota schools. Master's, 1933. Minnesota. 78 p. ms.

2143. **McCloskey, Katherine A.** A study of the weaknesses in character traits of mentally normal children. Master's, 1932. Temple. 119 p. ms.

2144. **McDermott, John C.** Character education in some city schools. Master's, 1933. Fordham. 133 p. ms.

2145. **McGeough, Irene.** A critical evaluation of the character education inquiry particularly of the underlying philosophy. Doctor's, 1933. Fordham.

2146. **McIsaac, Sister Mary Bonaventure.** Study in character development based on classroom reaction. Master's 1933. Notre Dame. 127 p. ms.

2147. **Marsh, Willa M.** Classroom activities and out of class activities as means of developing character. Master's, 1932. Stanford. 127 p. ms.

2148. **O'Connor, Sister Mary of St. Therese.** Some disallowed latencies in present day tenets of character education. Master's, 1933. John Carroll.

2149. **O'Reilly, Francis Joseph.** A presentation and criticism of John Dewey's Moral reconstruction. Master's, 1933. St. Louis. 65 p. ms.

2150. **Peters, Charles C.** Motion pictures and standards of morality. New York, Macmillan company, 1933. 286 p. (Published with Dysinger, W. S. and Ruckmick, C. A. The emotional responses of children to the motion picture situation) (Pennsylvania State college)

Gives factual evidence on the question of the amount of divergence of commercial motion pictures from current standards of morality in respect to the conduct exhibited in them.

2151. **Ramseyer, Wilma Yoder.** The relationship between the severity of home discipline and the child's moral attitudes and conducts. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 87, October 1933)

2152. **Rasmussen, Bernard I.** A course in character education for the elementary school child; a handbook for teachers, parents, and children's workers. Master's, 1933. Stanford. Mountain View, Calif., Hectograph duplicator co., 1933. 80 p.

2153. **Rice, Mabel Frances.** College and university courses in character education. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 87, October 1933)

2154. **Scorup, Stena.** A critique of current educational methods of character education. Master's 1933. Brigham Young. ms.

2155. **Shuttleworth, Frank K. and May, Mark A.** The social conduct and attitudes of movie fans. New York, Macmillan company, 1933. 142 p. (Published with: Peterson, R. C. and Thurstone, L. L. Motion pictures and the social attitudes of children) (Yale university)

Studies the differences between movie and non-movie going children in the types of conduct and attitudes which were measured by the character education inquiry.

2156. *Stewart, Mary Leila. Educational bases for the evaluation of play activities with special reference to techniques in character development. Master's 1932. New York. 83 p. ms.

2157. Watt, William C. Character creeds and codes and their use in the schools. Master's, 1932. Temple. 99 p. ms.

Studies mottoes or slogans as moral guides and determines their value as character determinants when used in the schools.

2158. Williams, Beulah. The character education movement in the United States. Master's, 1933. Colorado. (Abstract in: University of Colorado studies. Abstract of theses for higher degrees, 1933: 91-92)

Traces the development of the character education movement from the time of its origin to the present, and determines the chief causes for certain phases of its development, and possibilities for further growth.

2159. Wilson, Ruth Aileen. Character education through the teaching of senior high-school literature. Master's, 1933. Denver. 118 p. ms.

Attempts to determine the opportunities for character development offered in senior high-school literature. Analyzes and evaluates the "Literature and life series" and finds that it offers excellent opportunities for character development, which may be supplemented to secure greater results where facilities are available.

RELIGIOUS EDUCATION

2160. *Anderson, Paul Russell. Science in defense of liberal religion: a study of Henry More's attempt to link seventeenth century religion with science. Doctor's, 1933. Columbia. New York, G. P. Putnam's sons, 1933. 232 p.

2161. *Aus, George. The conception of God in religious education. Doctor's, 1933. New York. 213 p. ms.

Ascertains the conception of God of 8 leading religious educators in America and attempts to arrive at an adequate conception of God.

2162. Bartlett, Edward R. Measurable moral and religious outcomes of weekday religious instruction. Doctor's 1933. Northwestern. ms.

2163. Bradley, James John. The diocesan superintendents of Philadelphia—their contribution to Catholic education in the archdiocese. Master's, 1933. Catholic Univ. 39 p. ms.

2164. Braunecker, Elizabeth. Some contributions of Sunday schools to secular education in the United States. Master's 1932. Cincinnati.

2165. Bruner, C. V. An abstract of the religious instruction of the slaves in the antebellum South. Doctor's, 1933. Peabody. Nashville, Tenn., George Peabody college for teachers, 1933. (Contribution to education, no. 112)

Studies the forces that aided and those that hindered the religious development of the slaves in the antebellum South, together with the methods used by the slaveholders for the moral and spiritual improvement of the colored race.

2166. Cleary, Rev. James Vincent. Non-Catholic missionary activity as a form of adult religious education. Master's, 1933. Catholic Univ. 100 p. ms.

2167. Clowes, Amy I. Objectives in current educational theory for the elementary departments of the church school. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 350-51)

2168. Cordill, Tunis. Church life activities and attitudes of San Dimas high-school students. Master's, 1933. Claremont. (California quarterly of secondary education, 9: 80, October 1933)

2169. **Crawl, Ray.** A course of study for teaching of Bible in the high-school. Master's, 1932. Ind.St.T.C. 99 p. (Abstract in: Indiana State teachers college. Teachers college journal, 4: 287-88, July 1933)
- Discusses the status of Bible in the public schools of the United States, the justification of the Bible in the public school, and evolves a practical course of study.
2170. **Cutton, George L.** A critical study of weekday religious education in the United States. Doctor's, 1933. Cornell. 464 p. ms.
- Results show that definite advantages may be claimed for weekday religious education with respect to religious knowledge and practices but that clear-cut advantages may not be claimed for this instruction with respect to moral attitudes and social situations, where results should appear if it is to vindicate its place in any scheme of character building.
2171. **Delano, Susan.** An historical study in the development of interdenominational young people's work, 1900-1922. Master's, 1933. Boston Univ.
2172. **DuLaney, Arthur Ainslee.** History of Baptist education in Arkansas. Master's, 1933. Texas.
2173. **Ellison, Chauncey Warren.** Critical evaluation of the Epworth league unit curriculum. Master's, 1933. Boston Univ.
2174. **Felston, Christopher Walker.** The meaning of instruction in religious education. Master's, 1932. Vanderbilt. 69 p. ms.
2175. **Franklin, S. P.** The effect of the depression upon religious education. Religious education, 27: 882-83, December 1932. (University of Pittsburgh)
2176. **Fronabarger, Elva.** The comparison of early elementary departments of secular and religious education. Master's, 1933. West Texas St.T.C. 160 p. ms.
2177. **Fussner, Sister Julie Louise.** Factors contributing to success in the teaching of high-school religion. Master's, 1933. Catholic Univ. 110 p. ms.
2178. **Greenwell, Sister Berenice.** Nazareth contribution to education. Doctor's, 1933. Fordham. 600 p. ms.
- Studies the contribution of the Sisters of charity of Nazareth, Ky., to education in that State.
2179. **Hamilton, Charles Horace.** The role of the church in rural community life in Virginia. Doctor's, 1932. North Carolina.
2180. **Harney, Sister Mary Carmel.** History of Catholic education in South Dakota from 1880-1931. Master's, 1933. Notre Dame. 33 p. ms.
2181. **Harper, Jolly B.** A Christian program for young people. Master's, 1932. South. Methodist.
2182. **Hartshorne, Hugh.** Problems and programs of religious education. New Haven, Conn., Yale university press, 1932. 4 volumes.
- I. Community organization in religious education, by Hugh Hartshorne and J. Quinter Miller. II. Case studies of present day religious teaching, by Elsa Lotz. III. Church schools of today, by Hugh Hartshorne and Earle V. Earhart. IV. Standards and trends in religious education, by Hugh Hartshorne, Helen B. Stearns and Willard E. Uphaus.
2183. **Hubbard, Warner Marshall.** A religious beliefs and activities survey of Morningside college students. Master's, 1932. Northwestern.
2184. **Hyde, Stanley B.** The possibilities and limitations for religious education in a larger parish. Master's, 1932. T.C.Col.Univ. 50 p. ms.
2185. **Im, Young Bin.** A comparative study of the teachings of Jesus and Confucius. Master's, 1932. South. Methodist.

2186. *Jackson, Mark C. A study of certain aspects of intelligence, achievement, and school activity, in relation to church membership, attendance and activity, contrasted between high-school seniors and freshmen. Master's, 1933. Penn. State. 49 p. ms.

Data were secured by means of a questionnaire from nearly 700 high-school students.

2187. Kennedy, John Milliken. The educational contribution of certain secular and religious private schools. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 84, October 1933)

2188. Kivilighan, Sister M. Miriam. The development of the Catholic school system in the diocese of Richmond. Master's, 1933. Catholic Univ. 38 p. ms.

2189. Knopp, Herbert W. Christian day-schools of the Missouri Lutherans. Master's, 1933. Peabody. 110 p. ms.

Investigates the system of elementary education known as the parochial or Christian day-school system, sponsored by the Evangelical Lutheran Synod of Missouri, Ohio, and other states.

2190. *Leidich, John M. The Biblical knowledge of the senior high-school student. Master's, 1933. Penn. State. 65 p. ms.

Data indicate that the students in this study know slightly less than half of the Biblical references referred to in the classical literature which they read, and that freshmen know about as much of the classically quoted Biblical material as do the seniors.

2191. Luerich, Harry L. The practical application of guidance in religious education. Doctor's, 1933. Rutgers.

2192. McMahan, Corwin L. Should religious education be a part of the public school curriculum? If so, under what conditions? Master's, 1933. Ohio. 83 p. ms.

Recommends that religion as an attitude toward the universe, regarded as a social and ethical force, be made a part of the public school curriculum.

2193. Maguire, Paul Joseph. Military training from the standpoint of Catholic education. Master's, 1933. Catholic Univ. 52 p. ms.

2194. Malte, Eric Carl. The background and beginnings of the Christian day school in the Evangelical Lutheran synod of Missouri, Ohio, and other states. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 406-407)

2195. Marique, Pierre J. History of Christian education, vol. III. New York, N.Y., Fordham university press, 1932. 286 p.

2196. Matthews, Sister Mary Sebastian. Sisters of Saint Joseph of the diocese of Cleveland as a teaching community. Master's, 1933. Notre Dame. 118 p. ms.

2197. Miller, Alta A. The religious educational status and activities in larger parishes. Master's, 1933. Northwestern. ms.

2198. *Mueller, William A. A critical analysis of Karl Barth's "Theology of crisis" and its implications for an evangelical pedagogy. Doctor's, 1933. New York. 224 p. ms.

Gives a microscopic view of the Barthian movement, describes its origin and development, and explains the philosophical presuppositions and fundamental problems of the movement, and gives the religious educational implications of the movement.

2199. Mulhearn, Rev. James J. Present day Catholic education in Puerto Rico. Master's, 1933. Catholic Univ. 40 p. ms.

2200. O'Dowd, *Rev. James T.* Catholic lay apologetics as a form of adult religious education. Master's, 1933. Catholic Univ. 55 p. ms.

2201. O'Neill, *Rev. Matthew Thomas.* A study of 900 high-school freshmen with reference to the moral principles relative to the sixth and the ninth commandment. Master's, 1932. Notre Dame.

2202. Orloff, *George Frederic.* The history and current status of temperance instruction in the public schools of the United States. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 90, October 1933)

2203. Orr, *Ray Eugene.* A theory of religious guidance in university centers. Master's, 1933. California. (California quarterly of secondary education, 9: 79, October 1933)

2204. O'Sullivan, *Sister Mary Callista.* Religious vacation schools as an active factor in reviving Catholic faith and social life in the Wichita diocese. Master's, 1932. Notre Dame.

2205. Pfeffer, *Sister M. Louise.* A critical evaluation of the "Neubau des Katholischen Religionsunterrichtes" of Heinrich Kautz. Master's, 1933. Catholic Univ. 42 p. ms.

2206. Plank, *Helen.* A study of the religious educational program in the Congregational church of Iowa City, Iowa. Master's, 1933. Iowa.

2207. Rankin, *John Alexander.* A study of Biblical selections read in the public schools of Ligonier, Pennsylvania. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 437-38)

2208. Reddick, *Glenn Scott.* Ethical teachings of the Apostolic fathers. Master's, 1932. Northwestern.

2209. Regan, *Rev. Robert E.* The religious orientation of college freshmen. Master's, 1933. Catholic Univ. 54 p. ms.

2210. Repke, *Arthur.* Religion and the church: an organization of a sociological unit for instruction in secondary education. Master's, 1933. Iowa.

2211. Schuster, *Paul Michael.* Teaching religion by correspondence. Master's, 1933. Catholic Univ. 40 p. ms.

2212. Sears, *Sister Thomasine.* The use of the Bible in the junior high school. Master's, 1933. Boston Coll.

2213. Stevenson, *Arthur M.* Problems in the construction of an order of worship with particular reference to the Presbyterian church in the United States of America. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 455-56)

2214. *Stokes, *Agnes.* High-school credit for Bible study. Master's, 1932. New York. 104 p. ms.

2215. *Wickenden, *Arthur Consaul.* The effect of the college experience upon students' concepts of God. Doctor's, 1932. Chicago. (Journal of religion, 12: 242-67, 1932)

Data, based on replies of freshmen and seniors in colleges and universities in Ohio, Indiana, Michigan, Illinois, and Minnesota to a questionnaire on the students' ideas of Indiana, Michigan, Illinois, and Minnesota to a questionnaire on the students' ideas of college in its conception of God is impressed on the mind of the individual student.

2216. Wyseman, Sister M. Idephonse. The Catholic high-school and education for leisure. Master's, 1933. Catholic Univ. 71 p. ms.

PRESCHOOL EDUCATION

2217. Adams, Olga. The effect of appearance of dolls upon their use by preschool children. Master's, 1932. Chicago. 106 p. ms.

Studies 137 children, 68 girls and 69 boys, between the ages of 2 and 6 years, and finds that preschool children will play with dolls which are suggestive rather than detailed in appearance.

2218. Brackett, Catherine W. Laughter and crying of preschool children. A study of the social and emotional behavior of young children as indicated by laughter and crying. Doctor's, 1933. T.C., Col. Univ.

Records were made for 29 children, ranging in age from 18 to 48 months, who were attending the two nursery school groups at the Child development institute, Teachers college, Columbia university. Laughter and crying were found to be predominantly social.

2219. Brown, Catherine Mary. The preschool education movement. Master's, 1932. Marywood. 22 p. ms.

2220. Colby, H. Josephine. An intensive study of 16 maladjusted preschool children with proposals for remedial procedures. Master's, 1933. Northwestern. ms.

2221. Crabill, Ruth T. Environmental factors in the language of nursery school children. Master's, 1933. Smith.

Compares language development of nursery school children from contrasting economic groups (privileged and underprivileged).

2222. Cunningham, Elizabeth M. The measurement of attitudes toward nursery schools. Master's, 1932. Michigan. 91 p.

2223. *Derryberry, C. Mayhew. Social and economic factors associated with health protection for the preschool child. Doctor's, 1933. New York. 141 p. ms.

Analyzes data on health examinations, dental health examinations, vaccination against smallpox, and immunization against diphtheria from 156 cities in the United States with a population of 20,000 or over. Data indicate that differences in customs, prejudices, and attitudes of various social and cultural groups affect health protection preschool children receive.

2224. Everson, Gladys. A study of diet in relation to anorexia and the caloric needs of preschool children. Master's, 1933. Iowa.

2225. Ferguson, Janet Ethelyn. The status of the children of the Iowa State college nursery school prior to their enrollment, based on an analysis of history records from 1925 to 1931. Master's, 1932. Iowa St. Coll.

2226. Irvine, Jessie May. A study of records for children in home management houses and nursery schools, with particular application to Oregon State college. Master's, 1933. Oreg. St. Agr. Coll.

2227. Jack, Lois Meade. A study of ascendant behavior in preschool children. Doctor's, 1933. Iowa. (Abstract in: University of Iowa studies, new series no. 269. Series on aims and progress of research, no. 43. 1 p.)

Studies ascendant behavior in four year old children, and shows that ascendant children are more responsive socially, somewhat more expansive and less responsive to adult control.

2228. Koprowski, Paul Francis. Importance of parental guidance of the preschool child to curb delinquency. Master's, 1933. Notre Dame. 51 p. ms.

2229. **MacKenzie, Rhoda C.** The effect of the nursery school, on the socialization of young children. Master's, 1932. Washington. 93 p. ms.

2230. ***Mackintosh, Elizabeth Lord.** A study of individual responses of children to science experiences in the nursery school. Master's, 1933. Boston Univ. 87 p. ms.

Records the individual responses of children, aged two-and-a-half years to five years, to six types of science experience in the nursery school; attempts to determine the effect of age on interest in science materials, sex differences as shown in the responses of the children, and whether previous experience with the type of material presented produces more or less interest; whether members of different types of nursery schools show similar interests in scientific materials; and the relative values of these particular scientific materials for use in nursery schools.

2231. **Manor, Marjorie.** The appreciation and comprehension by preschool children of the fanciful in literature. Master's, 1923. Iowa.

2232. **Meadors, Lily Minge.** A nutrition study of preschool children at Bethlehem Center. Master's, 1933. Peabody. 50 p. ms.

Investigates the diets, health, nutritional needs and general well being of the Negro children in the kindergarten at Bethlehem Center showing the relation of their food records to their physical condition.

2233. **Proctor, Edith Kelley.** Procedure in conducting a nursery school. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 87, October 1933)

2234. **Robbins, Mary Ida.** The developmental status of 60 former children of the Iowa State college nursery school. Master's, 1933. Iowa St. Coll.

2235. **Robinson, Mabel H.** A study of status and growth in sociality of a preschool child. Master's, 1933. Cornell.

2236. **Ryan, Helen Marie.** Trends in the development of the nursery school. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 87, October 1933)

2237. **Sellers, Bunah Mae.** Rhythm for the needs of the preschool child. Master's, 1933. Peabody. 137 p. ms.

Discusses the characteristics of the preschool child, rhythm, the results of rhythmic participation and illustrative rhythmical activities for the preschool child.

2238. **Shacter, Helen.** An inquiry into the sustained attention of preschool children. Doctor's, 1932. Northwestern.

2239. **Smith, Ruth S.** A study of certain situations involving social control in the preschool. Master's, 1933. Iowa.

2240. **Stalnaker, Elizabeth and Summers, Helen P.** The child from 2 to 6 in State institutions in West Virginia. West Virginia White House conference. Morgantown, West Virginia university, 1933: 8 p. ms.

2241. ———. Language of the preschool child. Child development, 4: 229-36, September 1933. (West Virginia university)

2242. ———. Responses of the preschool child. Child development, 4: 195-99, June 1933. (West Virginia university)

2243. ———. A study of the child from 2 to 6 (years of age) in the home—a comparison of the various social groups in a university town and a mining camp. West Virginia White House conference. Morgantown, West Virginia university, 1933. 19 p. ms.

2244. Stiles, Frances Smythe. Preferences of children for vegetables commonly served them at the nursery school, as determined by the method of paired comparisons. Master's, 1933. Iowa St. Coll.

2245. Tasso, Eleonora Jennie. A dietetic analysis of the nursery school diets at the Utah State agricultural college. Master's, 1933. Utah St. Agr. Coll.

2246. Temple, Verna Mathilda. Food preferences of preschool children. A comparison of rural children with children of the Iowa State college nursery school. Master's, 1932. Iowa St. Coll.

2247. Tomlinson, Brian and Cerny, Mollie. The Emporia preschool clinic of 1931. Teaching, 11: 29-33, December 1932. (Kansas State Teachers College of Emporia)

2248. Witty, Paul A. The physical, mental and behavior status of 300 "only" children of preschool ages (three to five years) Evanston, Ill., Northwestern university, 1933.

ELEMENTARY EDUCATION, INCLUDING KINDERGARTEN

2249. Bowman, Carrie E. Factors influencing the education of 10 children in the primary grades. Master's, 1932. T.C. Col. Univ. 139 p. ms.

2250. Campbell, Nelle M. Behavior problems in the elementary school. Doctor's, 1933. T.C., Col. Univ.

Determines how a selected group of elementary school teachers in southern New Jersey meet frequent and troublesome behavior problems of children; determines how successful they consider their treatments of the problems; compares the procedures of highly successful and less successful teachers; and gives an evaluation of teachers' procedures by experts.

2251. Carlson, Herman Enoch. Factors influencing school behavior. Master's, 1933. California. (California quarterly of secondary education, 9: 78, October 1933)

2252. Cragan, Paul Steen. A study of the interests of seventh grade children in Wake county, N.C. Master's, 1933. N.C. St. Coll.

2253. Dachenbach, Marie. Pupil participation in government in the elementary schools of Cincinnati. Master's, 1932. Cincinnati.

2254. Erickson, Clifford E. An analysis of the student personnel of an intermediate school, Master's, 1933. Northwestern. ms.

2255. French, Seward Frederick. A study of problems arising from individual differences among seventh grade boys. Master's, 1933. Vermont: 244 p. ms.

Presents a case study of problems arising among 35 boys in the seventh grade representing various grades of ability ranging from the highest to the lowest, and finds that there is a close relationship between ability as shown by grades in intelligence tests and school marks as well as between ratings gained on achievement tests and school marks. Behavior problems are most frequent among boys of low mental ability. Boys having low school marks, limited ability and unsatisfactory behavior often come from unfavorable homes.

2256. Fruin, Ella M. An analysis of the reading study habits of children in the elementary grades. Master's, 1932. Michigan. 100 p. ms.

Analyzes the reading study habits of 137 children in grades 4 to 8 of a village school and constructs lists of habits for good, average, and poor pupils, together with a list of habits found in all pupils.

2257. *Gandy, Roxana Smith. A comparison of certain social experiences of third grade urban and rural children. Doctor's, 1932. Pennsylvania.

2258. *Gregory, Ellen M. Home study—an inductive study of home work in a small elementary school. Master's, 1932. New York. 66 p. ms.

Attempts to secure definite information on the home study habits of pupils and teachers in a grammar school with an enrollment of about 600 and a faculty of 16. Grades four, five, and six were used in the study.

2259. Gruner, Raymond. Home and school problems of seventh and eighth grade pupils. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 83, October 1933)

2260. Heffernan, Elizabeth Purse. Relationship between the ability of elementary school pupils to use the typewriter and sex, chronological age, mental age, spelling ability, reading ability. Master's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress and bibliography of publications, 8: 461-62)

Studies children ranging in age from 5 years and 10 months to 13 years and 10 months in the first six grades of the Frick elementary school.

2261. Jester, Marguerite Patterson. The kindergarten movement: an historical study giving attention to the development in Kansas. Master's, 1933. Kans.St.T.C., Emporia. 73 p. ms.

2262. Johnson, Harold B. Determination of the number and types of accidents occurring to the white pupils in the elementary grades of the Birmingham, Alabama public schools. Master's, 1932. Michigan. 44 p.

Deals with 764 accidents to 25,838 children in the school year 1931-32. Finds that boys were in twice as many accidents as girls; one-fourth of the accidents occurred at school, and nearly two-thirds of them occurred at home.

2263. Jones, Daisy M. A study of the concrete material in oral and written expression contributed by first grade children as a result of their experiences in following the program outlined in the Indiana State courses of study. Master's, 1933. Ind.St.T.C. 111 p. (Abstract in: Indiana State teachers college. Teachers college journal, 4: 314-15, July 1933)

Shows through concrete examples how the Indiana State course of study in oral and written expression contributed toward the accomplishment of the goals it sets forth for first grade, evaluated the background of English built up for children by providing for the experiences recommended by the State course of study, and tests the effectiveness of the English teaching done in following the suggestions proposed by the State course of study.

2264. Kelly, Reva Menagh. The physical, social and intellectual progress of the kindergarten child. Master's, 1933. Colo.St.T.C.

2265. Kendall, Dorothy. An experimental study of creative development in primary education. Master's, 1932. South. Methodist.

2266. Kephart, Calvin. State control and regulation of private and parochial schools of primary and secondary grades. Doctor's, 1933. American Univ. 247 p. ms.

2267. *Keyburtz, Orland L. The organization, administration and supervision of school life activities in the elementary schools of Camden county, New Jersey. An investigation attempting to evaluate the program of school life activities in the elementary schools of Camden county, New Jersey. Master's, 1932. New York. 64 p. ms.

2268. Kingman, Anna Alden. Contribution of the kindergarten to the social development of the child. Master's, 1933. Boston Univ. 101 p. ms.

2269. **Klinko, Andrew S.** An appraisal of home assignments made in grades 4 through 8. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 396-97)

2270. **Korb, Ernest A.** The writing abilities of elementary school children of American and foreign parentage. Master's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 8: 344-45)

Attempts to determine to what extent intelligence influences the child's success in reproduction in composition, handwriting, and spelling. Data were secured on 248 children from the sixth grade, representing several nationalities, two races and various mental abilities.

2271. **Lefler, Ida Pinner.** A study of the educational growth of second grade children in science materials. Master's, 1933. N.C.St.Coll.

2272. **Luebkert, Walter.** Likes and dislikes of seventh-grade pupils toward their subjects and teachers. Master's, 1933. Michigan. 72 p. ms.

2273. **Mahoney, Helen M.** A study of the scientific interests of the fourth, fifth and sixth grade children of the public schools, Flint, Mich. Master's, 1933. Michigan. 120 p. ms.

* 2274. **Meadows, Earl M.** Some factors associated with slow progress in first grade of white schools of Tuscaloosa county, Alabama. Master's, 1932. Alabama. 84 p. ms.

2275. **Mort, Paul R., Wright, W. W. and Featherstone, W. B.** Fitting the school to the pupil. New York City, Teachers college, Columbia university, 1932. 141 p.

Applies educational accounting techniques to the Chicago public schools.

2276. **Nessler, Augusta Marie.** Accident prevention in the elementary schools of Indianapolis. Master's, 1932. Butler.

2277. **Pepper, Sarah Jane.** The relationship between mental ability, achievement, and character traits among 100 eighth grade pupils. Master's, 1933. Northwestern.

2278. **Perlman, Phillip.** Behavior problems in the primary grades. Master's, 1933. Coll. of the City of N.Y. 83 p. ms.

2279. **Powell, Orbun V.** A study of the achievement of the pupils in grades three to six, inclusive, of the Horace Mann training school, Pittsburg, Kansas. Master's, 1932. Kans.St.T.C., Pittsburg.

2280. **Raven, Robert Sheldon.** An experiment in remedial education. Master's, 1933. Washington. 48 p. ms.

Studies remedial instruction in elementary school based on profiles of new Stanford achievement tests and finds that the remedial pupils made almost twice the progress of the other students in those subjects in which they were having remedial instruction.

2281. **Richardson, Jesse M.** Some selective factors in the elementary and secondary education of pupils in Alabama City, Alabama. Master's, 1933. Alabama. 47 p. ms.

2282. **Setterlin, Bernice.** An investigation of education in planning in an elementary school. Master's, 1933. Ohio. 128 p. ms.

Investigates the elementary grades in the University school to see what types of child planning are found there. Growth in ability to plan is seen by comparing planning done in the kindergarten with that done in the higher elementary grades.

2283. Smith, Madge. Contrasted techniques in the teaching of poetic values in the kindergarten. Master's, 1933. Colo.St.T.C.

2284. Smith, W. Ray. Home study practices in the elementary schools of certain school districts in western Pennsylvania. Doctor's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 248-53)

Surveys present day practices relative to home study in the elementary grades of schools of western Pennsylvania, and discusses the opinions concerning various phases of home study held by teachers, principals, pupils, and parents.

2285. Tietje, Grace Edwards. A study evaluating spontaneous dramatic activities of kindergarten children. Master's, 1933. Peabody. 127 p. ms.

Attempts to determine what factors enter in the spontaneous dramatic play of kindergarten children to give this experience a place of educative importance in schoolroom procedure. The reality of first-hand experiences takes precedence over story book play. Spontaneity of expression permits a wide range of imaginative experimentation. A minimum of construction promotes imaginative expression.

2286. Wert, J. V. The elementary school assembly. Master's, 1933. Kentucky. 83 p. ms.

Attempts to trace the development of the elementary school assembly, to determine its present status in Kentucky cities of the first three classes, and to make recommendations for the further development of that activity in the schools.

2287. White, Ophelia. Relationship between motor ability, motor coordination, and related personality traits of 30 pupils of fourth, fifth, seventh and eighth grades. Master's, 1933. Texas St. Coll. for Women.

Finds very little relationship to exist between the mental ability and motor ability of these subjects; sex and age influence results of the motor coordination and motor ability tests.

2288. Whitmore, Boise Edward. Subject combinations in the departmentalized intermediate grades. Master's, 1933. Peabody. 78 p. ms.

2289. Wilkinson, Muriel M. A study to evaluate the effect of the luncheon and noon rest at school in a first grade group. Master's, 1932. Michigan. 83 p.

2290. Wynne, Mary Argyle. Relative achievement of second and third grade pupils in rural and urban schools. Master's, 1932. South. Methodist.

SECONDARY EDUCATION

2291. Adams, Albert B. A comparison of parochial and public school graduates; their preparation for and advancement during first-year high-school. Master's, 1932. Wisconsin.

2292. Atchley, Mell H. A study of the 1928 high-school graduates of Blount county, Tenn. Master's, 1933. Tennessee. 96 p. ms.

2293. Ballou, Ray. What has become of the graduates of the Ashland county high-schools for the decade 1920-1929? Master's, 1933. Ohio. 116 p. ms.

2294. Barber, Joseph E. A personnel study of East Aurora high-school graduates. Master's, 1933. Syracuse. 87 p. ms.

2295. Bernard, Ted B. Secondary education under different types of district organization. Doctor's, 1933. T.C., Col. Univ.

Attempts to show the nature and extent to which there should be district reorganization; compares the small district, consolidated, and county unit types with reference to their respective advantages and disadvantages; and sets up procedures which might serve as guides for persons contemplating or studying district reorganization.

2296. **Beye, Alma Clara.** International attitudes of high-school students. Master's, 1933. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1933: 8)

Determines the international attitudes of a representative group of 500 Arizona high-school seniors, from 6 different schools, and compares their attitudes with eastern norms established by Neumann's study of 1926.

2297. **Bohrer, Leroy E.** The geographical and occupational distribution of the high-school graduates of Georgetown, Ohio. Master's, 1933. Miami. 97 p. ms.

2298. **Bostick, Joseph O.** Pupil perseverance in the Easley high-school, Easley, South Carolina. Master's, 1933. South Carolina. 30 p. ms.

2299. **Brillhart, Cleon D.** A survey of the graduates of a village school (Napoleon high-school) covering a period of 10 years (1921-1930) with a view to readjusting the curriculum so as to more adequately meet the needs of the students in selecting a vocation that is harmonious with their abilities and interests. Master's, 1932. Michigan. 56 p.

2300. **Brumbaugh, Harry Emerick.** How high-school pupils use the general curriculum for adjustment. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 345)

2301. **Cameron, Fred E.** Adult leisure time activities of men graduates of Iowa high-schools. Master's, 1933. Iowa.

2302. ***Carley, Verna A.** Student aid in the secondary schools of the United States. Doctor's, 1933. T.C., Col. Univ. New York city, Teachers college, Columbia university, 1933. 119 p. (Contributions to education, no. 504)

Studies emergency aid and scholarships given in 386 public high-schools in 42 states and the District of Columbia, and discusses the history of the movement, types and amounts of aid, sources and administration of aid, the attitudes of student aid workers toward issues underlying the movement, and student aid in four foreign countries as compared with that of the United States.

2303. **Chase, Ralph E.** A study of the relationship between motor capacity and academic ability in the case of high-school pupils. Master's, 1933. Temple. 96 p. ms.

Boys should not be placed in classes in physical education according to IQ and academic status alone. The physical and social age must be considered.

2304. ***Chen, Shu-Kuei Carol.** Honors and awards in American high-schools. Doctor's, 1932. T.C., Col. Univ. Hillside press, 1933. 162 p.

Discusses individual honors and awards; group honors and awards; honor organizations; and pupils' judgment on effects of honors and awards.

2305. **Cook, Marjorie A.** An examination of materials for use in the diagnosis of the needs of high-school pupils with an analysis of a group of high-school girls. Master's, 1933. Northwestern. ms.

2306. **Cowdrey, George C.** A survey of Holmes evening high-school, Covington, Ky. Master's, 1933. Cincinnati.

2307. **Critzer, Frank James.** Departmental organization in the larger high-schools accredited by the Southern association. Master's, 1932. Virginia.

2308. ***Davis, Benjamin Franklin.** An interpretative analysis of public secondary education in the south. Doctor's, 1933. New York. 233 p. ms.

Data were secured from 545 answers to a questionnaire filled in by the principals of public high-schools of the Southern association in 1932. Data indicate that the teachers

are not as active in in-service training as is desirable; that the high schools studied have a good program of student activities; that student cooperation in school control was not attempted; that fairly rich curricula are offered in the schools, but that there is a lack of adequate equipment for offering such curricula in some of the high-schools.

2309. Douthit, Noah. A study of the Protestant denominational secondary school in the United States. Master's, 1933. Cincinnati.

2310. Draper, Edgar M. and Roberts, Alexander C. Study guide in secondary education. New York City, Century company, 1933. 151 p. (Century studies in education) (California State teachers college, San Francisco)

Part 1 contains library research and laboratory units; part 2 gives supplementary units; part 3 gives bibliographies on secondary education in its various phases.

2311. Dunn, Maud Wilson. Vocabulary difficulty for secondary students of varying ability levels. Doctor's, 1933. Southern California. (California quarterly of secondary education, 9: 81, October 1933)

2312. Elliott, Arnold Raymond. A comparison of the letter boy and the non-letter boy graduates of the Beaver county, Pennsylvania, high-schools who have gone to higher institutions of learning. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 367-68)

Studies the marks of 132 boys who graduated from 10 high-schools during the years 1926 and 1927 and subsequently entered higher institutions of learning. Compares the high-school and college marks of 54 letter boys and 78 non-letter boys.

2313. Entwisle, Thomas L. A study of some of the practices and procedures of the high-schools and junior high-schools of Pennsylvania relating to student council activity and administration. Master's, 1932. Temple. 54 p. ms.

2314. Evans, Alexander. An analysis of the occupational interests of ninth grade boys in the public schools of Des Moines, Iowa. Master's, 1933. Iowa St. Coll.

2315. Fay, Ivan G. High-school preparation and college success. Master's, 1933. Wisconsin.

2316. Feuling, Sister Mary Carlos. A follow-up study of the graduates from 17 Catholic high-schools conducted by the Franciscan sisters of Dubuque. Master's, 1932. Notre Dame.

2317. Fowler, Allen. A four year activity analysis of high-school graduates. Master's, 1933. California. (California quarterly of secondary education, 9: 78, October 1933)

2318. *Frederick, Orie I. Two standardized check lists for the organization of secondary schools, one for junior high-school grades and one for senior high-school grades. Doctor's, 1932. Michigan. Ann Arbor, Mich., Ann Arbor press, 1933. 64 p.

Attempts to identify practices in school organization which are found more frequently in a group of 25 secondary schools with many practices in organization than in a group of 25 secondary schools with few practices in school organization; and standardises check lists incorporating these practices which discriminate between the group of most comprehensively organized schools and the group of least comprehensively organized schools.

2319. Gale, Floy Angeline. A comparative study of the factors of personal adjustment associated with degrees of success among senior high-school girls. Master's, 1933. Michigan. 65 p. ms.

2320. *Gazlay, Charles Eastman. A study of specific teaching combinations of teachers in New York State secondary schools during the school year 1932-33. Master's, 1933. Syracuse. 222 p. ms.

Attempts to determine what teaching combinations were taught in 1932-33, the percentage of teachers teaching in each subject field, the difference in emphasis on subject fields in public and in private schools, and the subjects which principals most frequently teach alone and in combination.

2321. Gill, Lester Northrup. An analysis of the occupational interests of ninth grade boys in nine Iowa communities. Master's, 1933. Iowa St. Coll.

2322. Grant, Lowell E. Some facts about pupils who in high-school chose four years of English, modern language, or history and social science. Master's, 1933. Michigan. 90 p. ms.

2323. *Greenwood, Walter Burton. A study of persistence of public evening high-school students. Doctor's, 1932. Pennsylvania. Philadelphia, University of Pennsylvania, 1932. 231 p.

Data were secured from 3,818 students who were in attendance on November 19, 1929, in four public evening high-schools of Philadelphia. Compares stay-ins and drop-outs on the basis of facts obtained in the survey, the relationship between absence and elimination, and reasons for elimination from the public evening high-school.

2324. *Hageny, William J. A follow-up study of the occupations of the graduates of commercial and vocational courses of Blodgett vocational high-school of Syracuse, N.Y., of the June classes of 1927 to 1931 inclusive. Master's, 1933. Syracuse. 88 p. ms.

2325. Hastings, Edgar C. To determine the extent to which pupils continue in senior high-school those subjects and curricula elected in junior high-school. Master's, 1932. Michigan. 41 p.

Finds that foreign languages and commercial studies are most likely to be continued, and that music and other fine arts, Latin and mechanical drawing were least likely to be continued.

2326. Hatcher, Hazel Maurine. The confidants of high-school senior girls in urban and rural centers. Master's, 1933. Iowa St. Coll.

2327. Hathorn, Samuel B. A historical study of the accreditation of the white secondary schools of Mississippi. Master's, 1933. Stanford. 256 p. ms.

2328. Hilbert, Russell S. A study of the social and economic status of Marshall (Michigan) high-school graduates for 1905 and 1920. Master's, 1932. Michigan. 86 p.

2329. Hill, Sue. Deans or advisers of girls in Florida high-schools. Master's, 1933. Peabody. 167 p. ms.

Studies the status and function of position of deans of girls in 52 State-accredited high-schools in Florida having a dean or adviser of girls.

2330. Hillman, Leslie Wise. A study of secondary education in Wise county. Master's, 1932. Virginia.

2331. Hollister, Frederick J. Postgraduate work in New York State high-schools. Master's, 1933. N.Y. St. Coll. for Teach.

2332. Illinois. University and State department of public instruction. The recognition and accrediting of Illinois secondary schools, conditions for recognition by the State superintendent of public instruction and for accrediting by the University of Illinois. Urbana, 1933. 28 p.

2333. *Jordan, Floyd. The social composition of the secondary schools of the southern states. Doctor's, 1933. Peabody. Nashville, Tenn., George Peabody college for teachers, 1933. 101 p. (Contribution to education, no. 108)

Attempts to determine the social, educational and economic status of the secondary school population in the southern states. Data were secured from the 21 secondary schools accredited by the Southern association of colleges and secondary schools during the year 1931-32, in 11 cities.

2334. Kelly, Harold Batrie. A study of secondary education in Culpeper county. Master's, 1932. Virginia.

2335. Kennedy, Ruth Faith. Public evening high-schools. Master's, 1933. Boston Univ. 94 p. ms.

2336. Kilzer, Louis R. The development and present status of the six-year high-school, American school board journal, 85: 29-30, October 1932. (University of Wyoming)

2337. ———. Organizing the six-year high-school. American school board journal, 86: 19-20, 64, February 1933. (University of Wyoming)

2338. ———. Some advantages and disadvantages of the six-year high-school. American school board journal, 85: 24-26, 76: 31, November, December, 1932. (University of Wyoming)

2339. Kraft, Beatrice O. A sociological, psychological, and educational analysis of the students of a suburban high-school. Master's, 1933. Northwestern. ms.

2340. Leatherman, Frank. An investigation of methods and policies in four-year high-schools for the allocation of first year students. Master's, 1933. Northwestern. ms.

2341. *Loder, William Beauchamp. A study of subject combinations of teachers in high-schools of New York State registering 300 pupils or more. Master's, 1933. Syracuse. 88 p. ms.

Compares the subject combinations of teachers in public and in private high-schools, classified according to size of the high-school.

2342. Lokken, Harry M. Growth and accessibility of public high-schools in Minnesota. Master's, 1932. Minnesota. (Abstract in: National education association. Department of secondary school principals. Abstracts of unpublished masters' theses in the field of secondary school administration. Bulletin no. 47, p. 81-84)

Discusses the development of the small district high-school in Minnesota; means of transportation, distances travelled, and areas served by Minnesota high-schools; means of transportation used, and distances travelled by secondary schools; non-resident pupils in Blue Earth county; distribution and accessibility of the secondary schools of Minnesota; and lack of economy in small schools.

2343. Lottick, Kenneth V. A suggested procedure for determining the value of a merit system. Master's, 1933. Ohio. 84 p. ms.

Attempts to measure the increase in development of social and ethical attitudes of high-school students under the operation of a merit system.

2344. Lovellette, Norman. A study of post-graduate students enrolled in accredited public high-schools of Illinois outside Chicago. Urbana, University of Illinois, 1933. 5 p. ms.

2345. Lyter, George C. Follow-up study of the graduates of the public high-school in Montoursville, Pa., 1919-1933. Master's, 1933. Bucknell. 33 p. ms.

2346. McDonald, Fred D. The IQ as an index of success in the Jerome junior-senior high-school. Master's, 1932. Arizona.

2347. **McKinney, William Harold.** A study in prediction in two selected subjects in three North Carolina high-schools. Master's, 1933. Duke.

2348. **Matthews, Andrew Lucas.** The influence of the depression on American secondary education. Master's, 1933. Peabody. 151 p. ms.

Studies educational literature for the years 1929-1933 to find the situation, criticism, proposals and changes in educational philosophy growing out of the depression.

2349. **Mautz, Angela Ann.** A study of secondary and higher education in Alaska. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 90, October 1933)

2350. **Maxwell, C. R. and Kilzer, Louis R.** The six-year high-school. Laramie, University of Wyoming, 1933. ms.

Treats problems characteristic of the six-year high-school.

2351. **Melton, Monroe Joel.** Democracy functioning in a secondary school. Master's, 1933. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1933: 54-55) -

Attempts to describe the application of fundamental principles of democracy to the organization, management, and control of a secondary school.

2352. **Mial, Corinna LeMay.** A comprehensive study of achievement in English, history and mathematics. Master's, 1933. N.C.St.Coll.

Studies the records of the 131 members of the senior class of 1932 at Needham Broughton high-school, Raleigh, N.C.

2353. **Mitchell, James D.** A comparative study of the achievement of rural and urban pupils in the University high-school. Master's, 1932. Michigan. 43 p. (Abstract in: University of Michigan. Abstracts of dissertations and theses in education, 1931-32. Monograph no. 2: 78-79)

2354. ***Moller, Florence I. G.** A study of social activities of high-school senior girls. Master's, 1933. New York. 50 p. ms.

Analyzes replies to a questionnaire sent to 300 seniors of Girls' commercial high-school in Brooklyn, N.Y. concerning their social activities and other uses of leisure time, and shows their preferences to types of motion pictures, churches, radio programs, school and outside clubs and frequency of attendance per week, and scarcity of time for study.

2355. **Moore, Elmer.** What the business man thinks about the modern high-school. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 86, October 1933)

2356. **Moore, Leonard A.** An evaluation of certain high-school subject-matter groups in terms of their contributions to the 7 objectives of secondary education. Master's, 1933. Oreg. St. Agr. Coll. 81 p. ms.

2357. ***Moore, Mrs. Margaret Whiteside.** A study of young high-school graduates. Doctor's, 1933. T.C., Col. Univ. New York City, Teachers college, Columbia university, 1933. 79 p. (Contributions to education, no. 583)

Compares 308 students who graduated from Pennsylvania high-schools before they were 16 years of age with the 27,000 students in the statewide group, and compares gifted children in the young group of 308 with equally gifted students who were older. Data indicate that gifted students may be encouraged to enter college at an age as young as 15 or 16 years.

2358. ***Moriarty, Marie Kathryn.** A study of the progress of high-school seniors. Doctor's, 1933. New York. 201 p. ms.

Studies the relation between intelligence and persistence in high-school, retardation, elimination, success and failure. Finds a close relationship between mental ability and the qualities studied, and that there are factors other than intelligence which affect the success or failure of high-school pupils.

2359. **Mortensen, James C.** A history of the origin and development of the Princeton township high-school. Master's, 1933. Northwestern. ms.
2360. **Mulder, Cornelius.** The relative achievement of University high-school ninth graders in two groups whose IQ's range from 80 to 104 and 125 to 154, respectively. Master's, 1932. Michigan. p. 70.
2361. **Murphy, Florence Elizabeth.** A study of the personality traits of high-school leaders. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 86, October 1933)
2362. **Myra, George S.** A comparison of ability and change in the groups of ninth grade pupils. Master's, 1933. Iowa. 87 p. ms.
2363. **Nanninga, S. P. and Knode, Jay C.** Articulation of high-school and college in New Mexico. Report of a conference held at the University of New Mexico, July 21-22, 1933. Albuquerque, University of New Mexico, 1933. 96 p. (Bulletin, whole no. 231. Education series, vol. 7, no. 2)
2364. **Nesman, Albert.** A comparative study of persistence and of scholastic achievement in high-school of eighth-grade graduates of primary and graded elementary schools, Tuscola county, Mich. Master's, 1933. Michigan. 52 p. ms.
2365. **Newlin, James C.** Some differential factors in the high-school pupils' prospective college attendance. Doctor's, 1933. Ohio. (Abstract in: Ohio State university: Abstracts of doctors' dissertations, 10: 262-70)
Studies 598 students who graduated from North and Central high-schools of Columbus, Ohio, in the class of 1930 to determine whether the college attendance of individual high-school pupils can be predicted; the factors which can be used for such predictions; whether social and economic factors are more important than intellectual factors in predicting college attendance; whether there is a sex difference in college attendance; and how early in high-school a significant prediction of college attendance can be made.
2366. **Newman, Hannah.** A survey of pupil adjustment in the Doerfler school in Milwaukee, Wis. Master's, 1933. Wisconsin.
2367. **Niven Jessie Harriett.** An investigation of some relationships between achievement of high-school students in certain academic and non-academic courses. Master's, 1933. Texas.
2368. **Ogden, Lester Clyde.** A comparison of the academic achievements of working and non-working students in the senior high-school of Santa Rosa. Master's, 1933. California. (California quarterly of secondary education, 9: 79, October 1933)
2369. **Patin, Robert B.** The scholastic success of ninth grade pupils under the six-two-four organization compared to that of ninth grade pupils under the six-three-three organization as measured by failure and retardation. Master's, 1932. Michigan. 46 p.
2370. **Pell, Laura A.** An analysis of the citizenship experience of high-school students. Master's, 1933. Claremont. 107 p. ms.
2371. **Peoples, Walter.** Reactions of high-school graduates to some specific phases of their high-school experience. Master's, 1933. Cincinnati.
2372. **Peters, Sister Richarda.** Study of problems of 355 high-school boys and girls as revealed by an adjustment questionnaire. Master's, 1933. Notre Dame. 79 p. ms.
2373. **Peterson, Adelyn Ann.** Comparison of social and political attitudes of high-school students in two communities. Master's, 1933. Michigan. 106 p. ms.

2374. *Portenier, Lillian Gertrude. Pupils of low mentality in high-school. Doctor's, 1932. T.C., Col. Univ. New York city, Teachers college, Columbia university, 1933. 109 p. (Contributions to education, no. 568)

Part 1 deals with changes in the range and mean of intelligence in the high-school enrollment during the past decade. Part 2 studies two groups of pupils in West high-school, Denver, Colorado.

2375. Postma, Robert Arthur. Some problems of the small high-school in Kansas. Master's, 1933. Colo.St.T.C.

2376. Reynolds, Hezzle Washington. A study of secondary education in Bland county. Master's, 1932. Virginia.

2377. Roe, Henrietta R. A study of the occupational choices of New Hampshire high-school graduates of 1926. Master's, 1933. New Hampshire. 74 p. ms.

2378. Rogatzky, Frieda B. A critical analysis of certain devices for the motivation of study in the high-school. Master's, 1933. Cincinnati.

2379. Rothschild, Rose. Development of public secondary education in Youngstown, Ohio. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 446)

2380. Rowan, William Walker. The status of the vacation high-school in Virginia cities. Master's, 1932. Virginia.

2381. Scarborough, Elizabeth B. An occupational survey of the class of 1926, Cheltenham high-school. Master's, 1933. Temple. 140 p. ms.

2382. Schimke, Edward A. A comparative study of the scholastic achievements of resident and non-resident graduates of five Michigan high-schools for the years 1927-1931, inclusive. Master's, 1933. Michigan. 40 p. ms.

2383. Schreiber, William. Factors influencing choices of high-school courses and occupations. Master's, 1933. Oregon. 43 p. ms.

2384. Schubert, Cecil. A sociological, educational, and psychological analysis of the student personnel of a large suburban high-school. Master's, 1933. Northwestern. ms.

2385. Scott, Charles Dale. An analytical survey of the three teacher, four year, accredited high-schools of Oklahoma. Master's, 1933. Okla. A. & M. Coll. 53 p. ms.

2386. Shannon, Edward McDaniel. The development of secondary school standards in South Carolina. Master's, 1933. Duke.

2387. Shearin, Ruth Bene. The relation of maturity to achievement in high-school subjects. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 91, October 1933)

2388. Sheldon, James A. A study of the present status of student government in the high-schools of Iowa. Master's, 1933. Minnesota. 102 p. ms.

2389. Simmons, Joseph F. An intensive study of maladjustment in a private school. Master's, 1932. Wisconsin.

2390. *Smith, Marcus S. Changes in the attitudes of secondary school pupils. Master's, 1933. Syracuse. 89 p. ms.

Describes an experiment conducted with 1,172 pupils in the Merristown, N.J. high-school, in grades 7-12, on their attitude toward problems of conduct and behavior, and studies the changes in attitude among the various grades of the-secondary school.

2391. Smith, Milton L. A study of diagnostic and remedial work in the high-schools of this country. Master's, 1933. Oregon. 86 p. ms.

2392. Smith, Stanley S. An occupational study of the graduates of the Fordson high-school, Dearborn, Mich. Master's, 1932. Mich. St. Coll. 60 p. ms.

2393. Snell, Patrick T. State standards in secondary education. Master's, 1932. Wisconsin.

2394. Somerset, Harris A. A survey of the 144th class of the Central high-school, Philadelphia, five years after graduation. Master's, 1932. Temple. 104 p. ms.

Seeks to obtain information relative to employment, further educational pursuits, and satisfaction received from high-school courses 5 years after graduation.

2395. *Songs, T. Ellwood. A study of 100 boys and girls in Centre county, Pennsylvania, 16 to 18 years of age who have left school and a similar group remaining in school. Master's, 1933. Penn. State. 53 p. ms.

2396. Steffens, M. B. The relationship of state departments of education to the administration and supervision of local secondary schools. Master's, 1932. Minnesota. (Abstract in: National education association, Department of secondary school principals. Abstracts of unpublished masters' theses in the field of secondary school administration. Bulletin no. 47, p. 84-85)

2397. Stewart, Elmer B. An analysis of certain factors involved in high-school teaching in Mississippi. Master's, 1932. Alabama. 60 p. ms.

2398. Stewart, Howard. An occupational study of the graduates of the Champaign high-school, Champaign, Illinois. Master's, 1933. Ind. St. T.C. 143 p. (Abstract in: Indiana State teachers college. Teachers college journal, 4: 317-18, July 1933)

Attempts to determine whether the Champaign high-school is actually teaching the subjects needed by its graduates after being employed in various positions. Data were secured on graduates of the classes of 1920, 1924, and 1928.

2399. Strawn, Jeanette Devereaux. An analysis of the contents of high-school student handbooks in the State of California. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 91, October 1933)

2400. Strickland, Ruby. The relation of certain physiological and sociological factors to success in high-school. Master's, 1933. Michigan. 75 p. ms.

2401. Swanson, Mary Elizabeth. A comparison of scholarship attainment and social adjustment in the sophomore class of the senior high school of two groups, pupils who have taken seventh grade work in junior high-school, and seventh grade work in grade school. Master's, 1933. Kansas. 42 p. ms.

Describes a questionnaire study of Kansas City, Mo., high-schools, which shows that pupils from the junior high-school tend to excel pupils from grade schools in scholarship and social attainment.

2402. Tarter, B. C. The changing curriculum in Texas high-schools. Master's, 1932. South. Methodist.

2403. Taylor, Leslie Owen. Possibilities and limitations of the six-year high-school as a type of secondary school organization for the small community. Doctor's, 1932. Minnesota. 390 p. ms.

2404. Taylor, Ralph G. A follow-up study of the June class, 1928, Hope Street high-school, Providence, R.I. Master's, 1933. Brown. 71 p. ms.

Describes in detail the techniques, procedures, and results of conducting follow-ups for one high-school class, one, three, and five years after graduation.

2405. Thorpe, Louis Peter. The organization of Seventh day adventist secondary schools. Doctor's, 1932. Northwestern.

2406. Tilley, Ernest Clarence. The status of public secondary education in Durham county, N.C. Master's, 1933. Duke.

2407. *Toy, S. Paul. A causal analysis of the disparities between capacity and performance among high-school pupils. Master's, 1933. Penn. State. 47 p. ms.

Groups pupils into high, normal and low groups as achievement is compared with intelligence, and studies the factors which are thought to cause the disparities.

2408. Truesdale, Ruth M. An analysis of certain objective factors in their relation to the student leadership in the two white high-schools of Raleigh, N.C. Master's, 1933. N. C. St. Coll.

2409. Tyndall, Ralph Ford. A comparative study of the rural and urban pupils in the ninth grade of Dowagiac high-school. Master's, 1932. Michigan. 36 p.

2410. Vlassis, George B. Comparative study of secondary education in the United States, Canada; and Greece. Master's, 1932. Wisconsin.

2411. Vogt, Glenn L. Some ways in which the intelligence ratings of high-school pupils and the types of school from which they enter high-school are related to choice of curriculum and retention in high-school. Master's, 1933. Michigan. 59 p. ms.

2412. Warren, Clifton J. A study of the knowledge of high-school pupils concerning problems of international relations. Master's, 1933. Cincinnati.

2413. Warren, Robert Hagerty. The articulation of the Union high-school and the one-room school. Master's, 1933. Colo.St.T.C.

2414. Wenstrom, Ruth Eleanor. The study of the use of time outside school by 52 girls of the low tenth grade of the University high-school, Oakland, Calif., during the week of May 21 to 27, 1931. Master's, 1933. California. (California quarterly of secondary education, 9: 79, October 1933)

2415. Werre, Harold M. The organization and administration of an educational council in secondary schools. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 88, October 1933)

2416. Whitlow, C. M. Four problems of the small high-school. American school board journal, 86: 14, June 1933. (Colorado State teachers college)

2417. Wickenhoefer, Mrs. Willie J. A comparison of accredited and non-accredited high-schools of Bexar county, Texas. Master's, 1933. Texas.

2418. Wicks, Arthur F. Summer high-schools in the larger cities. Master's, 1932. Stanford. ms.

2419. *Wilds, Elmer Harrison. Interschool contests: the reorganization and redirection of interschool relationships in American secondary schools. Doctor's, 1933. Harvard. 274 p. ms.

Data on the status of the various types of interschool contests in high-schools throughout the United States were secured from answers to a questionnaire sent to a random selection of school principals in all sections of the country. Presents a four-point program leading to the eventual elimination of all interschool contests.

2420. Williams, Stanley. A survey of present practices in use and organization of assembly in the senior high-schools of upper peninsula of Michigan. Master's, 1933. Michigan. 68 p. ms.

2421. ***Wissemann, Charles Louis.** Correspondence study on the secondary school level. Doctor's, 1932. New York. 153 p. ms.

Discusses the historical status of the problem; high-school work offered by correspondence through college and university extension divisions; private correspondence study of high-school grade; correspondence study in high-schools; and supervised correspondence study in high-schools pursued by high-school students.

2422. **Witty, Paul A. and Wilkins, L. W.** The mental ability, educational status and personality development of "only" children in the ninth grade and in the twelfth grade. Evanston, Ill., Northwestern university, 1933.

2423. ———. The physical, mental, educational, and social development of very young children in the junior and senior high-school. Evanston, Ill., Northwestern university, 1933.

2424. **Woll, Henry L.** Comparison of achievement in high-schools of city trained and rural trained pupils. Master's, 1933. North Dakota.

2425. **Woledge, Lucille Roberta.** Content of high-school handbooks. Master's, 1933. Northwestern. ms.

2426. **Yaukey, J. V.** A comparative and critical study of the secondary school standards of regional accrediting associations. Master's, 1932. Minnesota. (Abstract in: National education association, Department of secondary school principals. Abstracts of unpublished masters' theses in the field of secondary school administration. Bulletin no. 47, p. 85-88)

JUNIOR HIGH SCHOOLS

2427. **Agin, Joseph.** An investigation of the relationship between the intelligence of junior high-school pupils and their ability to rate their classmates as students. Master's, 1932. Temple. 80 p. ms.

2428. **Best, Oakley W.** To determine to what extent junior high-school idea is being realized in small Michigan schools. Master's, 1933. Michigan. 53 p. ms.

2429. **Bonner, John MacDonald.** Classification of conduct cases in junior high-school. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 88, October 1933)

2430. **Brewster, Georgia A.** Procedures for stimulating the writing of original poetry by junior high-school pupils. Master's, 1933. Ind.St.T.C. 119 p. (Abstract in: Indiana State teachers college. Teachers college journal, 4: 308, July 1933)

Sets forth the purposes, techniques and devices used with 506 pupils of the Sarah Scott junior high-school in Terre Haute, Indiana, to teach them to express themselves in original verse.

2431. **Brusie, Muriel.** A study of the factors of personal adjustment associated with successful and unsuccessful junior high-school pupils. Master's, 1932. Michigan. 98 p.

Finds that unsuccessful pupils are more frequently maladjusted, that fear is their greatest handicap, and that emotional maladjustment was a significant problem for about twice as many successful as unsuccessful pupils.

2432. **Burns, Charles Glenn.** Relation of social factors to elimination of students from the Miller intermediate school, Detroit. Master's, 1933. Mich. St. Coll. 107 p. ms.

2433. Costolo, Herbert L. Measuring the educational and occupational orientation of junior high-school pupils. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 352-58)

2434. Creitz, Royal J. Social factors in the achievements of junior high-school students. Master's, 1932. Mich. St. Coll. 138 p. ms.

2435. Cronk, Harold Lloyd. A study of prognosis on the junior high-school level. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 89, October 1933)

2436. *Current, Wilbur R. The relation of achievement in mathematics to mechanical ability, as revealed in tests, course marks, and assigned manipulative projects in junior high-school. Master's, 1933. West Va. 37 p. ms.

Data, based on a study of 37 boys in the seventh grade of a junior high-school, indicate that there is no close relationship between achievement in mathematics and mechanical ability.

2437. DeSilva, Frederick W. A study of measures used in predicting academic achievement in grade seven in the junior high-school. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 89, October 1933)

2438. DeVaney, Grace. The history of the Woodrow Wilson junior high-school. Master's, 1933. Ind.St.T.C. 150 p. (Abstract in: Indiana State teachers college. Teachers college journal, 4: 311-12, July 1933)

2439. Donnelly, Peter E. A study of the home background of the pupils of Brigham junior high-school. Master's, 1933. Brown. 22 p. ms.

Studies the economic and social backgrounds of the pupils of a junior high-school located in a foreign district of a New England industrial city.

2440. Fugitt, William R. The status of the junior high-school in West Virginia. Master's, 1933. Cincinnati.

2441. Grammer, Mona. A survey of orientation courses offered in the junior high-schools of the United States. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 83, October 1933)

2442. Hippler, Claude William. A personnel study of boys in the Eliot junior high-school, Pasadena, Calif. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 84, October 1933)

2443. Huntzinger, John H. Puppetry in the junior high-school. Master's, 1932. Temple. 104 p. ms.

Studies the growth of puppetry, professionally and educationally; the place for the project in the junior high school curriculum; plays suited to the project and how they can be obtained; various types of puppets used and how they are manipulated; the financing of the project; and the various methods of making characters, stages, scenes and properties.

2444. Jones, Humphrey W. A comparison of the intellectual development and achievement of 40 rural trained and 40 urban trained students through the ninth grade of the Lowther junior high-school of Emporia, Kansas. Master's, 1933. Kansas. 62 p. ms.

2445. Junge, Paul H. A study of traits associated with successful and unsuccessful junior high-school pupils. Master's, 1932. Michigan. 47 p.

Finds that recreation and maladjustments, lack of purpose and initiative, problems arising within the family or because of poor associates, and teacher difficulties have a closer relation to school achievement than the intelligence of the pupils.

2446. Kelly, Anne C. The junior high-school movement in Pennsylvania. Master's, 1933. Temple. 86 p. ms.

2447. Kochinsky, Jacob. Personnel of the junior and senior high-schools of New Jersey. Master's, 1933. Temple. 185 p. ms.

Classifies the junior and senior high-schools of New Jersey with respect to the size of administrative and teaching personnel, for the purpose of determining whether a marked difference exists among the junior high-school, junior-senior high-school, elementary and junior high-school, senior high-school (3 years) and 4-year high-schools.

2448. McMillen, William Paul. A comparison of the functioning of certain junior high-school standards in the six-year high-school and in the separate junior high-school. Master's, 1932. Ala. Poly. Inst.

2449. Manheimer, Lily Elsie. A survey of the preparation of entering junior high-school pupils in the tool subjects. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 85, October 1933)

2450. Mann, Doris. Relation between choice of club and scholarship in junior high-school. Master's, 1932. Temple. 55 p. ms.

2451. Marks, William Bernelle. The junior-senior high-school movement in Montgomery county, Maryland. Master's, 1933. Duke.

2452. *Marple, Bertha Freda. An attempt of an English teacher to serve the other departments by training ninth grade pupils in reading certain materials of science, social studies, and mathematics. Master's, 1933. West Virginia. 48 p. ms.

Data indicate that of the two groups studied, the experimental group made a significant gain in general reading ability, and that this group improved in each of the three subjects more than did the control group.

2453. Merkley, John Lawrence. A survey of the leisure time activities of junior high-school boys. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 85, October 1933)

2454. Moore, Joseph Alvia. A study of the adjustment of school children in relation to their intelligence and achievement. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 424-25)

Studies 544 students enrolled in Central junior high-school, Warren, Ohio, during the first semester of the school year, 1932-33.

2455. Nevius, John Richard. The subsequent progress of over-age junior high-school boys. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 86, October 1933)

2456. New, Wilson. Junior high-school development in Tennessee with special reference to Knoxville. Master's, 1933. Tennessee. 82 p. ms.

2457. Pian, Juha H. C. A comparative study of the daily time distribution of Chinese and American junior high-school pupils. Master's, 1932. Michigan. 120 p.

2458. Spencer, Carl Arthur. Time allotment by subject and activity in the junior high-schools of Indiana. Master's, 1933. Wisconsin.

2459. Swaringen, Roy Archibald. Applications of the objectives of education in a junior high school. Master's, 1933. Duke.

2460. Unzicker, S. P. A study of citizenship traits in the junior high-school. Greeley, Colorado State teachers college, 1933.

2461. **Unzicker, S. P.** Trait actions of junior high school citizens. School review, 42: 272-82, April 1934. (Colorado State teachers college)

2462. ***Van Cott, Harrison H.** Some effects of segregating junior high-school boys and girls in their classes in the constant subjects. Doctor's, 1933. New York. 126 p. ms.

Attempts to determine the effects of sex segregation of junior high-school boys and girls in their classes in the constant subjects on their scholastic progress. Data indicate that the majority of the 1,963 junior high-school boys and girls who participated in the experiment described, prefer segregated classes, and that there are advantages in segregation for many pupils and disadvantages for others.

2463. ***Whitaker, Milo A.** The measurement of attitude toward current political and economic problems in junior and senior high-school pupils. Doctor's, 1933. Iowa. Journal of experimental education, 2: 65-92, September 1933.

All groups studied indicated a favorable attitude toward the present order of government and toward the labor group but showed a tendency to be critical of our economic order.

2464. **Willey, W. M.** What does the junior high-school do that other schools do not do? High school teacher, 8: 332-33, November 1932. (Western Kentucky State teachers college)

2465. **Williams, Bettie Neal.** Past and present practices of junior high-school curriculum since 1910. Master's, 1933. Duke.

2466. **Winkler, Pauline.** A study of the home activities of boys in the junior high-schools of Denver, Colorado. Master's, 1933. Colo. Agr. Coll.

2467. **Witt, Henry V.** The physical conditions and findings of the Ardmore junior high-school boys, 1933. Master's, 1933. Okla. A. & M. Coll. 315 p. ms.

2468. **Young, Minnie Ethel.** A study of student participation in school control in Michigan junior high-schools. Master's, 1932. Michigan. 87 p.

JUNIOR COLLEGES

2469. **Clark, Edward Leonidas.** Factors relating to the organization of a junior college in Portland. Master's, 1933. Oregon. 87 p. ms.

2470. **Crawford, S. C.** Johnstown junior college after five years. Junior college journal, 3: 199-202, January 1933. (University of Pittsburgh)

2471. **Cummins, Francis Norton.** A comparative study of the faculties of the junior colleges of California and of Missouri. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 89, October 1933)

2472. **Duncan, George Walter.** The organization and content of semi-professional engineering curricula in junior colleges. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 89, October 1933)

2473. **Erickson, Alfred C.** A proposed system of public junior colleges in the State of Washington. Master's, 1933. Stanford. 122 p. ms.

2474. **Felsted, Mrs. Leona Wise.** An application of the criteria for the establishment of junior colleges. Master's, 1933. Ohio. *112 p. ms.

2475. **Fuller, Lawrence J.** Personnel study of prospective teachers among California junior college students. Master's, 1933. Stanford. 84 p. ms.

2476. **Hardesty, Cecil D.** Problems and practices in housing the junior college program in California. Doctor's, 1933. Southern California. (California quarterly of secondary education, 9: 81, October 1933)

2477. *Houghton, Alcina Burrill. A survey of the history of the junior college. Master's, 1933. New York. 49 p. ms.

2478. Lane, David A. jr. The junior college movement among Negroes. *Journal of Negro education*, 2: 272-83, July 1933. (West Virginia State college)

Traces the rise of junior colleges among institutions exclusively for Negroes, and ascertains their present status.

2479. *Lambke, Glenn Lloyd. Study of a four-year public junior college, with special reference to the curricular fulfillment of students' interests and needs. Doctor's, 1933. New York. 188 p. ms.

Attempts to determine the nature and extent of the existing curricular and extracurricular program; the nature, interests and needs of the student body; the degree of institutional fulfillment of their needs through curricular and extracurricular programs; and to ascertain the phases of the curricular program which may effect the desired institutional fulfillment.

2480. Oxley, Bernice Reed. The public junior colleges in Oklahoma. Master's, 1933. Colorado. (Abstract in: *University of Colorado studies. Abstract of theses for higher degrees*, 1933: 61)

Finds that the academic curriculum of the Oklahoma public junior colleges is designed primarily to meet the requirements for entrance to standard colleges and universities.

2481. *Patton, Miner Throop. A study of some New England junior colleges. Master's, 1933. Boston Univ. 77 p. ms.

Studies the 13 junior colleges in New England in an attempt to find ways of strengthening their position.

2482. Shaw, Otto Edward. Development of the State supported junior college in Oklahoma. Master's, 1933. Okla. A. & M. Coll. 86 p. ms.

2483. Shlaudeman, Karl Whitman. A study of some relationships between the interests and abilities of junior college students. Master's, 1933. Southern California. (*California quarterly of secondary education*, 9: 87, October 1933)

2484. Slothower, David Wendell. Community needs as a basis for the improvement of the commerce department in Compton junior college. Master's, 1933. Southern California. (*California quarterly of secondary education*, 9: 91, October 1933)

2485. Stepp, Walter Marian. A comparative study of teacher, curriculum, and financial support of Oklahoma State junior colleges. Master's, 1933. Okla. A. & M. Coll. 114 p. ms.

2486. Taylor, Arthur Samuel. A study of certain aspects of the junior college curriculum. Doctor's, 1933. Southern California. (*California quarterly of secondary education*, 9: 80, October 1933)

2487. Van Gorden, Cole R. jr. The public junior college in Iowa. Master's, 1932. Minnesota. (Abstract in: *National education association, Department of secondary school principals. Abstracts of unpublished masters' theses in the field of secondary school administration. Bulletin no. 47, p. 61-63*)

Attempts to determine the kind of institution which is developing in Iowa; to discover the place of the public junior college in Iowa's State educational system; and to show what possible contribution the junior college may make in a local system of democratic education.

2488. Weitzel, Henry Irving. The curriculum classification of junior college students. Doctor's, 1933. Southern California. (*California quarterly of secondary education*, 9: 80, October 1933)

2489. Wright, Houston A. Proposed location and support of a State system of junior colleges for Oklahoma. Master's, 1933. Okla. A. & M. Coll. 36 p. ma.

HIGHER EDUCATION

2490. **Azeltine, Ray Blanchard.** The determining factors of a college education. Master's, 1933. Okla. A. & M. Coll. 48 p. ms.

2491. **Bailey, Iva Mae.** The applicability of the Spearman-Brown prophecy formula to college grades. Master's, 1933. Colo.St.T.C.

2492. ***Barrick, Floyd M.** Fluctuations in general cultural information among undergraduates from the freshman to the senior years. Master's, 1933. Penn. State. 42 p. ms.

Data indicate that cultural information varies from year to year; that the sophomore level is outstanding in the subject of fine arts; the seniors show superiority in general science; and that the sophomore college level is the peak in general cultural information.

2493. **Bau, Robert Tseu-su.** A study of information and attitudes in North-western university regarding Chinese. Master's, 1933. Northwestern. ms.

2494. **Beaty, Earl.** A system of accounting and budgetary control for a college operating auxiliary department. Master's, 1933. Northwestern. ms.

2495. **Beaver, Florence A.** Unit costs at Thiel college, 1922-1932. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 336-37)

2496. **Behrens, Herman D.** A further study of remedial work for college students. Doctor's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of doctors' dissertations, 10: 28-40)

Studies a group of probation students at Ohio State university during the academic years 1930-31 and 1931-32. The difficulties were classified into physical, social, emotional, vocational, and miscellaneous. English, mathematics, and reading were the subjects which gave the students the most trouble.

2497. **Bixler, Evelyn T.** A study of electives in the liberal arts colleges of certain universities in 42 states. Master's, 1933. Maryland. 58 p. ms.

2498. **Boardman, C. W. and Finch, F. H.** The educational and vocational status of former University of Minnesota students having low college aptitude rating. Minneapolis, University of Minnesota, 1933. 25 p. ms.

Studies educational and vocational records of a group of 118 students of low aptitude for 8-year period following entrance to university.

2499. **Bocher, Samuel R.** A survey of the evening liberal arts college in the United States. Master's, 1933. Coll. of the City of N.Y. 52 p. ms.

Analyzes the origin and organization of the evening session in 26 institutions and discusses general problems affecting evening session students and teachers.

2500. **Bos, Henry L.** A study of the comparative honor points made during the freshman year at the University of Michigan by graduates of small high-schools and those of large high-schools. Master's, 1932. Michigan. 34 p.

Studies 200 men from the freshman classes at the University of Michigan, 100 of whom entered from high-schools of about 1,000 and the other 100 from high-schools of about 200 pupils. Finds that the students from the larger high-schools were somewhat superior both in the results of a psychological examination and in honor-point achievement in various subjects.

2501. **Bowles, Gordon Townsend.** New types of old Americans at Harvard and at eastern women's colleges. Cambridge, Mass., Harvard university press, 1932. 144 p.

Defines the bodily changes which have taken place in three successive generations of old Americans, based on an analysis of gymnasium records at Harvard university, Vassar, Smith, Wellesley, and Mount Holyoke colleges.

2502. Bradford, Harry Elwyn. An analysis of achievements of certain University of Nebraska students who offered vocational agriculture as credit for entrance; compared with achievements of a similar group who offered the traditional entrance subjects. Doctor's, 1932. Cornell.

2503. Breasted, James Henry. The Oriental institute. Chicago, Ill., University of Chicago press, 1933. 455 p. (University of Chicago survey, vol. 12)

Describes the background and development of the Oriental Institute, its field expeditions, the activities of the home staff, and research and publications.

2504. Breinan, Alexander. The origin of departments of education in American colleges and universities. Master's, 1933. Coll. of the City of N.Y. 127 p. ms.

Surveys the origin of departments of education in American colleges and universities from 1870-1900.

2505. Brown, Martha Alice. Development of the evening school and the downtown division of the University of Pittsburgh. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 344)

2506. Butts, Freeman. Relation of academic preparation to later occupational situation of 1,000 Wisconsin graduates. Master's, 1932. Wisconsin.

2507. Chamberlain, Leo M. and Meece, L. E. State performance in higher education. Lexington, University of Kentucky, 1933. 37 p. (Bulletin of the Bureau of school service, vol. 5, no. 3)

Discusses measures of performance, statistical procedure, size of faculty, student enrollment, number of graduate students, library facilities, value of libraries, scientific apparatus, machinery and furniture, total value of property, expenditures for instruction, and total current expenditures.

2508. Coe, Curtis E. A study of the percentage distribution of grades-awarded freshmen, 1930-31, College of letters and science, University of Wisconsin. Master's, 1933. Wisconsin.

2509. Cowley, W. H. A study of the relationship of high-school scholarship and Ohio State university psychological test scores to persistence at Ohio State university. Columbus, Ohio State university, 1932. unpub. ms.

2510. Crocker, Cynthia A. A study of camp leadership courses offered by 70 colleges and universities in the United States. Master's, 1933. American Univ. 59 p. ms.

2511. Daniel, Margaret Louise. Social attitudes of college students. Master's, 1933. Okla. A. & M. Coll. 82 p. ms.

2512. Dolch, E. W. Mastery in college. Journal of higher education, 5: 121-24, March 1934. (University of Illinois)

Illustrates a way in which it is possible to apply in certain college courses several of the most modern principles of teaching without disrupting usual college routine or placing too heavy a burden either on instructors or on students.

2513. Donovan, H. L. and Jones, William C. Study habits of college students. High school quarterly, 21: 61-62, January 1933. (Eastern Kentucky State teachers college)

2514. Eckert, Ruth Elizabeth. A study of factors conditioning success in a college orientation course. Master's, 1932. Buffalo.

2515. Ericsson, Frans A. Freshman failures and how to prevent them. A study of the relationship between test scores and scholarship marks of the

freshmen at four Lutheran colleges, and an account of preventive training of failing freshmen at Upsala college. Doctor's, 1932. New York. 187 p. ms.

Studies test scores and first semester scholarship marks of 402 freshmen at Augustana, Bethany, Gustavus Adolphus, and Upsala colleges for the year 1930-1931.

2516. Ervin, D. R. Character and personality trait data required in the recommendation of college freshmen with a proposed form for reporting same. Master's, 1932. Miami. 116 p. ms.

2517. Eurich, Alvin C. and Johnson, Palmer O. Differential abilities among college freshmen. Minneapolis, University of Minnesota, 1933. 12 p. ms.

2518. Fairchild, Henry Pratt. The obligation of universities to the social order. Addresses and discussion at a conference of universities under the auspices of New York university at the Waldorf-Astoria in New York, November 15-17, 1932. New York City, New York university press, 1933. 503 p.

Discusses the aims and province of the modern university, and its relation to economics and governmental changes, to spiritual values, and to a changing world.

2519. Fanale, James Joseph. College credit for undergraduate study during residence or travel abroad. Master's, 1933. Brown. 51 p. ms.

Studies the extent to which American colleges grant credit for study at foreign institutions with special reference to the organized resident study groups.

2520. Finch, F. H. and Nemzek, C. L. Prediction of college achievement from data collected during the secondary school period. Minneapolis, University of Minnesota, 1933. 10 p. ms.

2521. Flint, Charlotte L. Survey of motor ability at Hillsdale college. Master's, 1933. Wisconsin.

2522. Fouts, Mrs. Leslie V. Relation between grades in high-school and college mathematics: with special reference to the Bachelor of arts graduates of the College of industrial arts. Master's, 1933. Texas St. Coll. for Women. 45 p. ms.

Studies high-school and college grades in mathematics of all students taking the Bachelor of arts degree from the College of industrial arts during its entire history.

2523. Frasier, George Willard. The objectives of higher education in the light of contemporary social needs and trends. Greeley, Colorado State teachers college, 1933. 24 p.

2524. Fulmer, Virgil G. A study of the college success of graduates of Kansas high-schools. Master's, 1933. Kans.St.T.C., Emporia. 51 p. ms.

2525. George Peabody college for teachers. Report on functions of State institutions of higher learning in Mississippi. A basis for the allocation of funds; Frank P. Bachman, director. Nashville, Tenn., 1933. 73 p.

Discusses higher educational opportunities, college enrollments, class size, teacher load, overlapping, occupation and location of graduates, instructional costs in Mississippi; and describes the present State institutions of higher education, basis of coordination, reorganization involving the junior college, schools of engineering, business, medicine, education of teachers, undergraduate departmental offerings, graduate work, suggestions for detailed study of Mississippi State college, allocation of funds, and administration of institutions of higher education.

2526. Giffen, James Kelly. A religious survey of the students of Knoxville college. Master's, 1933. Northwestern. ms.

2527. Gill, Earl A. The relationship between college marks and placement test scores for the graduating classes of 1929 to 1934, inclusive, at Bucknell university. Master's, 1933. Bucknell. 73 p. ms.

2528. Glenn, Paul Rudolph. Analysis of the colleges and universities of the Rocky Mountain states from the standpoint of a high-school student. Master's, 1933. Ohio. 640 p. ms.
2529. Gray, William S. Needed readjustments in higher education. Chicago, Ill., University of Chicago press, 1933. 283 p. (Proceedings of the Institute for administrative officers of higher institutions, 1933. vol. 5)
Discusses the nature of the emergency, readjustments affecting instruction, organization of higher education, student life, sources of revenue and unit costs, and financial readjustments in typical institutions.
2530. Gribskov, E. P. Cooperative dormitories at Iowa State college. Journal of home economics, 25: 305-308, April, 1933. (Iowa State college)
2531. Grissom, Preston Breckenridge. The development of John Tarleton college. Master's, 1933. West Texas St.T.C. 160 p. ms.
2532. Hart, Margaret. The University of Wisconsin. Master's, 1933. Wisconsin.
2533. Haskell, Helen E. Interpretation of the honor system in a municipal college based on a questionnaire. Master's, 1933. Coll. of the City of N.Y.
2534. Hawk, Raymond F. and Stone, Cliff W. A critical study of subject matter gains as made by college students in certain courses. Cheney, Washington State normal school, 1933. 20 p. ms.
2535. Hooker, Grover Cleveland. The origin and development of the University of Mississippi with special reference to its legislative control. Doctor's, 1933. Stanford. (Abstract in: Stanford university. Abstracts of dissertations for the degrees of doctor of philosophy and doctor of education, 1932-33. Fifth series, no. 158: 25-31)
2536. Hudelson, Earl. Research on public higher education for whites in West Virginia. Morgantown, West Virginia university, 1933. ms.
2537. Huffman, David Paul. Critical study of college entrance requirements in the United States. Master's, 1933. Notre Dame. 54 p. ms.
2538. Hughes, William Brandt. Relation between the occupations of parents and student scholarship. Wilmore, Ky., Asbury college, 1932. 2 p. ms.
Studies the occupational group from which the freshman at Asbury college came, and the marks he made during his freshman year. Children of ministers, mechanics, teachers, business men, and farmers were studied.
2539. ——— The religious aims and accomplishments of a group of private non-denominational Christian colleges. Doctor's, 1933. Kentucky. 175 p. ms.
Determines to what extent Asbury, John Fletcher, Milligan and Wheaton, non-denominational Christian colleges, have succeeded in carrying out the aims and purposes for which they were established.
2540. Hutton, Mary Ellen. A study of the factors affecting the character of college work of the freshman students in the School of home economics, as compared with a sampling of the freshman students in the College of arts and science and the College of education. Master's, 1933. Ohio.
2541. Hyman, Stanley J. The collegiate courses pursued by men and women elected to Phi Beta Kappa at the University of Michigan from 1928-1932, inclusive. Master's, 1933. Michigan. 93 p. ms.
2542. Illinois. University. Report of the committee on admissions from secondary schools, University of Illinois, for information of high-school author-

ties and others interested in the accrediting of high-schools for the year 1931-32. Urbana, 1932. 15 p. (University of Illinois bulletin, vol. 29, no. 87)

2543. **Jennings, Margaret.** A study to discover the relation of success in different high-school subjects and the relation of scholastic aptitude tests to the degree of success attained during the first semester at the University of Michigan. Master's, 1933. Michigan. 40 p. ms.

2544. **Johnson, Palmer O.** The educability of general college students. Minneapolis, University of Minnesota press, 1933. 15 p.

2545. ——— Studies in land-grant college education. Minneapolis, University of Minnesota press, 1933. 350 p.

2546. **Johnson, Robert B.** A proposed system of junior colleges for the State of Oklahoma as to aim, organization, and content. Master's, 1933. Okla. A. & M. Coll. 47 p. ms.

2547. **Kahler, Frederick A.** Interrelation between college entrance requirements and high-school curricula. Master's, 1933. Northwestern. ms.

2548. **Kansas. University.** University facts revised. The distribution of the tax dollar. Lawrence, 1933. 19 p. (Bulletin of the University of Kansas, vol. 34, no. 1)

2549. **Kentucky. University.** Surveys of Lincoln institute, West Kentucky industrial college, Paducah junior college, and Villa Madonna college. Lexington, 1933. ms.

2550. ***Kinder, James S.** Internal administration of liberal arts colleges. Doctor's, 1933. T.C., Col. Univ. New York city, Teachers college, Columbia university, 1934. 160 p. (Contributions to education, no. 597)

Attempts to discover how the educational and administrative policies of colleges are determined; to reveal the types of internal administration which now exist; to show how the various administrative officers function in relation to each other; to determine the extent to which the faculty as a group and as organized committees participate in internal administration; and to suggest some basic principles of administration as they are revealed in surveys and other educational literature, and to show whether these principles have been adopted by the colleges and universities included in the study.

2551. **Kinney, Elva E.** A study in personnel procedures for the dean of women. Master's, 1933. Michigan. 88 p. ms.

2552. **Kirk, Howard L.** A study of high-school credits offered for entrance in four private colleges of Iowa in the years 1908, 1918, and 1932. Master's, 1933. Iowa. 64 p. ms.

2553. **Koch, Arnold P.** The qualifications of freshman candidates refused admission to the University of Michigan in September 1931. Master's, 1932. Michigan. 67 p.

Finds that two-thirds of these applicants ranked in the lower half of their graduating classes in high-school; that they were most interested and most successful in social studies, natural science, and English, and least interested in and received the lowest marks in foreign language and mathematics.

2554. ***Kretzmann, Albert J. C.** The universities, colleges and the theatre. A curricula study of the theatre arts as a subject in the curriculum of the universities and colleges in the United States as of 1932-33, with a collateral study in dramatic literature, a suggested course of study in the nature of a major in the theatre arts, and a measure of the growth of the theatre arts as a subject in the university and college curriculum since 1912-13. Doctor's, 1933. New York. 535 p. ms.

2555. Lane, David A. *jr.* Student and collegiate contracts: some legal relationships of a private college to its students. *Journal of higher education*, 4: 77-84, February 1933. (West Virginia State college)

Studies the rights, duties, and privileges of the institution and of the student in relation to admission and exclusion of students, instruction, discipline, suspension and expulsion, and graduation. Data indicate that the relationship between a privately controlled college or university and its students is purely contractual.

2556. Larew, Gillie A. Current tendencies in the curriculum and the methods of instruction of the American college. *Randolph-Macon woman's college bulletin*, 19: 1-9, October-December 1932.

Discusses present trends of education in the colleges and universities for men and women.

2557. Lasky, Adelaide E. The correlation between high-school preparation and success in college. Master's, 1932. Cincinnati.

2558. Leighton, E. W. Studies to determine the relative achievement of students at different potentiality levels. Eugene, University of Oregon, 1933. 39 p. (University of Oregon publication, vol. 4, no. 1. *Studies in college teaching*, bulletin no. 1)

Attempts to obtain objective evidence bearing upon the problems of efficiency of teaching under present conditions, and to evaluate, from the standpoint of a state supported school, such variations of educational theory as may be illustrated by doctrines of aristocratic intellectualism, emphasizing functional learning in the field of human values, of high intellectual specialization, and doctrines stressing social values of higher education.

2559. Lenoue, Bernard John. Historical development of the curriculum of the University of Notre Dame. Master's, 1933. Notre Dame. 139 p. ms.

2560. Lomen, Oscar M. Basic procedures in the major duties of the registrar in the smaller liberal arts colleges. Master's, 1932. Wisconsin.

2561. Long, Watt Andrew. A history of Pacific university. Master's, 1933. Oregon. 77 p. ms.

2562. McBride, Virginia. Reading ability as a criterion of college aptitude at the University of Hawaii. Master's, 1932. Hawaii.

2563. Maneval, Mary M. Curriculum choices of Phi Beta Kappa students at University of Michigan, 1923-1927, inclusive. Master's, 1933. Michigan. 80 p. ms.

2564. Mathews, C. O. The honor system. *Journal of higher education*, 3: 411-15, November 1933. (Ohio Wesleyan university)

Discovers the nature of and variation in attitudes toward academic honesty among students and faculty members of a certain institution where an honor system had been recognized for about 25 years. Finds that there existed a wide variation among the opinions of both faculty members and students as to the justification of certain behavior in the preparation of assignments and the taking of examinations. Only one-third of the students and two-thirds of the faculty members justified the reporting of a clear case of dishonesty.

2565. *Menard, Willis Monroe. A comparative study of white and Negro land-grant and private colleges and universities. Master's, 1933. Penn. State. 61 p. ms.

Compares faculty training, tenure, and salaries; student enrollments in colleges and schools in the colleges; curriculum, admission and graduation units, class size, annual student expenses; state and federal aid, laboratory and library equipment in the various types of colleges and universities.

2566. Merritt, Marion L. Effects of long and short high-school periods on freshman college marks. Master's, 1933. Iowa. 49 p. ms.

2567. **Miller, Russell R.** Activities practiced by male graduates of the University of Pittsburgh. Master's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 8: 355-56)

Attempts to show what physical education activities are practiced by the graduates of the University of Pittsburgh.

2568. **Naquin, Elizabeth Ann.** The staff of deans of women in co-educational colleges and universities in the United States. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 86, October 1933)

2569. **Nathan, Marvin.** The attitude of the Jewish student in the colleges and universities towards his religion. Doctor's, 1932. Pennsylvania.

2570. **Nearpass, Gilbert McLean.** Maturity and proven ability as a substitute for a secondary school diploma for college entrance and for full college status. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 86, October 1933)

2571. **Neel, Mary O.** The relation between some non-intellectual factors and the relative achievement of superior college students. Master's, 1932. Ohio Wesleyan. 101 p. ms.

Finds that students who achieve are slightly younger, graduate in larger high school classes, participate in more extracurricular activities, have more efficient study methods, are more stable emotionally, are more independent, less social, and are more interested in things of an intellectual nature than are the students who do not achieve.

2572. **Newpher, James Alfred.** A study of students representing extremes in performance in the Carnegie study at Geneva college. Master's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress and bibliography of publications, 8: 357-58)

2573. **Nolan, Katherine E.** A comparative study of the quality of public and private school delegations entering Brown university. Master's, 1933. Brown. 52 p. ms.

2574. **Norton, Clyde DeWitt.** An analysis and evaluation of the activities of Y.M.C.A. secretaries in the colleges and universities of the United States. Master's, 1933. Northwestern. ms.

2575. **Odell, C. W.** The effect of early entrance upon college success. Journal of educational research, 26: 610-12, March 1932. (University of Illinois)

Data indicate that students who enter college when one or two years below the normal age maintain the high marks they earned in high-school, and remain in college longer than do those who enter at the normal or older age.

2576. **Parker, Wilford Edwin.** Comparison of work done at the University of Michigan by members of the National honor society with that of other students. Master's, 1933. Michigan. 43 p. ms.

2577. **Peterson, Dean Freeman.** Certain factors of mortality from college as determined by a study of the 1925 freshman class at the Utah State agriculture college and replacements as determined by an analysis of the 1929 graduating class. Master's, 1933. Utah St. Agr. Coll.

2578. ***Prime, John H.** A study of university endowment with particular reference to the investment policy of the large endowed institution. Doctor's, 1933. New York. 186 p. ms.

Studies the investment policy of the 9 most highly endowed universities for the period 1920-1932, with a discussion of nature, sources, special forms, kinds, methods of raising, size and development, and control of endowment in general.

2579. **Rawlings, Wyatt.** Development of the curriculum of McKendree college. Master's, 1933. St. Louis. 56 p. ms.

2580. **Reeves, Floyd W. and Russell, John Dale.** Admission and retention of university students. Chicago, Ill., University of Chicago press, 1933. 360 p. (University of Chicago survey, vol. 5)

Discusses admission of freshmen, undergraduates with advanced standing, graduate students, selective admission and retention of graduate students in the department of education, admission and retention of students in the law school, the value of standardized tests for predicting undergraduate scholarship, and the relationship between specialization in the secondary school and success in college courses.

2581. ——— and ———. The alumni of the college. Chicago, Ill., University of Chicago press, 1933. 126 p. (University of Chicago survey, vol. 6)

Discusses the social composition, academic history, vocations, and income of graduates.

2582. ———, **Henry, Nelson B., and ———.** Class size and university costs. Chicago, Ill., University of Chicago press, 1933. 229 p. (University of Chicago survey, vol. 11)

Describes number and types of courses offered; average size of classes; large and small classes; frequency of offering courses to classes with small registrations; size of class sections in courses taught in more than one section; classification of services of the instructional staff; salary cost for teaching service on the quadrangles; total instructional expenditure; comparative costs in professional courses; distribution of instructional expenditures among courses of different levels; and expenditures for research.

2583. ———, **Pelk, W. E. and ———.** Instructional problems in the university. Chicago, Ill., University of Chicago press, 1933. 245 p. (University of Chicago survey, vol. 4)

Compares the university curriculum and instruction under the old and the new plans, and studies improvement of instruction, and laboratory schools.

2584. ———, **Kelly, Frederick J. and others.** The organization and administration of the university. Chicago, Ill., University of Chicago press, 1933. 151 p. (University of Chicago survey, vol. 2)

Discusses university control, the management of investments, operating the university, instruction and research, non-curricular interests of students, business management, accounting and budget control, and public relations.

2585. ———, **Miller, Ernest C. and Russell, John D.** Trends in university growth. Chicago, Ill., University of Chicago press, 1933. 242 p. (University of Chicago survey, vol. 1)

Investigates growth in enrollments, student-majors registration, number of degrees granted, size of the instructional staff, courses offered and classes taught, physical plant, financial assets, income and expenditures.

2586. ———, **Thompson, C. O. and others.** University extension services. Chicago, Ill., University of Chicago press, 1933. 173 p. (University of Chicago survey, vol. 8)

Analyzes the work of the home study department, university college, American institute of sacred literature, radio service, and talking pictures.

2587. ———, **Kelly, Frederick J. and Russell, John D.** University plant facilities. Chicago, Ill., University of Chicago press, 1933. 154 p. (University of Chicago survey, vol. 9)

Describes the site and service facilities; recitation and lecture rooms, laboratories, and faculty offices; conditions in the academic buildings; utilization of classroom space; organization of janitorial service; and building costs.

2588. **Reinhardt, Emma.** Some information concerning members of Beta Psi chapter. *Kadelpian review*, 12: 190-91, January 1933. (Eastern Illinois State teachers college)

Finds that most of the 27 students studied were from middle class American families living in rural communities, were paying part or all of their own expenses, were leaders in extracurricular activities, and a third of them planned to make teaching a temporary occupation.

2589. **Rhone, Sandy Douglass.** The status of race relationship courses in the American college curriculum. Master's, 1933. Creighton.

2590. **Rogers, James Therin.** A history of Ohio northern university. Master's, 1933. Ohio. 145 p. ms.

2591. ***Ryan, Sister Genevieve.** An experiment in class instruction versus independent-study at college level. Doctor's, 1932. Johns Hopkins. 185 p. ms.

Attempts to discover at what grade of undergraduate work exemption from class attendance is advisable; to ascertain the efficacy of the methods from the standpoint of time required by the students in preparation of the given unit, and by the instructor in individual counselling versus mass instruction. The experiment included 40 freshmen in college English in 1931, 30 sophomores and 40 juniors. These students were studied in their sophomore, junior and senior years. Data indicate that independent study may be used to advantage with all four classes in college, that the new method proved more economical than class instruction, and that counselling required less of the instructors' time than mass teaching.

2592. **Saltzman, William Y.** The effect of school residence upon the scholastic achievement of Temple university students. Master's, 1933. Temple. 74 p. ms.

Finds men superior to women in intelligence but inferior in scholarship, and that type of residence has little bearing on scholastic achievement.

2593. **Schmidt, L. B.** Origin and establishment of the college. Iowa State college alumni association, *Alumnus*, 28: 187-95, 1933. (Iowa State college)

2594. **Schneider, Frances Barbara.** The effect of remedial reading training on 138 freshmen in remedial reading classes at Wittenberg college. Master's, 1933. Wittenberg. ms.

2595. **Sears, Sallie M.** Opportunities in universities and colleges of Arkansas, Missouri, Oklahoma. Master's, 1933. Ohio. 574 p. ms.

2596. **Simmons, G. Ballard.** The consolidation of higher public education in Florida. Doctor's, 1933. Johns Hopkins.

2597. **Smith, Charles A.** A study of the graduating classes of the University of Wisconsin. Madison, University of Wisconsin, 1933. 4 p. ms.

Gives the results of a study of the class of 1931, and compares these results with those of similar studies of the classes of 1923 and 1927. Shows that the ratio of men to women was abnormally high in 1923 when the returned soldiers of the World War were finishing their college courses; that the depression has a tendency to keep more women than men from graduation; that the ratio of residents to non-residents of Wisconsin taking the Bachelor's degree remained practically constant; that the percentage of students taking all of their work at the University made a steady increase; and that the increase of students taking the general cultural courses and lack of interest in special courses preparing students for certain vocations was quite marked.

2598. **Smith, Vivian Thomas.** The correspondence between occupations and major specializations of graduates of the University of Illinois of the class of 1923. Doctor's, 1933. Illinois.

2599. **Snow, Clarine S.** The occupations and the graduate work of the living alumni of Centre college for a 50 year period, 1881-1931. Danville, Ky., Centre college, 1932. 2 p. ms.

2600. **Snyder, Charles M.** An investigation of the relationships between age and scholarship, age and intelligence, and age and social activities of the students in Bucknell university during the years 1929 to 1932. Master's, 1933. Bucknell. 45 p. ms.

2601. **Sprafka, Eugene J.** The correlation between undergraduate scholarship and the results of certain tests as predictive of success in graduate work. Master's, 1933. Northwestern. ms.

2602. Stanbrough, Amos C. History of Pacific college. Master's, 1933. Oregon. 62 p. ms.

2603. Studies in Lutheran higher education, trends and issues affecting Lutheran higher education. The report of a committee representing the higher educational institutions of the American Lutheran conference, O. J. Pannkoke, chairman. Minneapolis, Minn., Augsburg publishing house, 1933. 79 p. (Vol. 1, no. 1)

Discusses a changing social order, and the church's relation to it, the meaning of higher education for the church, trends in higher education, objectives of Lutheran higher education, the social task of Lutheran colleges, curriculum, teachers, selection of students, personal, vocational and educational guidance, tests and measurements, and the future of Lutheran higher education.

2604. Syracuse. University. What type of student of Syracuse university prepared for the profession of teaching? Harry P. Smith, director. Syracuse, N.Y., 1933. 3 p. ms.

Data indicate that the students preparing to be teachers rank somewhat higher on the American council psychological examination than the student body as a whole.

2605. Talley, Kate. A history of Clarendon college. Master's, 1933. West Texas St. T.C. 150 p. ms.

2606. *Thompson, Clem Oren. The extension program of the University of Chicago. Doctor's, 1932. Chicago. Chicago, Ill., University of Chicago libraries, 1933. 188 p.

Analyzes the management of the extension program, its activities, student personnel, uses made of its services, staff, service loads and scholarly productivity of the staff members, the relative quality of students' work, and the cost of the program.

2607. Thorpe, Louis P. The academic achievements of college students who must work. College Place, Washington, Walla Walla college, 1933. 22 p. ms.

Data, based on the records of 174 college students ranked on the basis of work hours pursued during six weeks school periods, indicate that there was no relationship between amount of manual work carried and classroom achievement as measured by school marks.

2608. *Trice, John A. The relation of an abnormal weekly schedule to grade point average attainment in college. Master's, 1933. Arkansas. 81 p. ms.

Attempts to determine whether or not student schedule load is an important factor in determining the quality of work done by students in college. Data were secured on 300 students selected at random from the 1927 and 1928 entering classes in the University of Arkansas. Data indicate that many students can carry a heavier schedule without lowering their grades, than is now permitted by the universities.

2609. Tutton, Ellen D. Principals of personnel procedure in a small liberal arts college. Master's, 1933. Stanford. 109 p. ms.

2610. Tyler, E. W. Service studies in higher education. Columbus, Ohio State university, 1933. 283 p. (Educational research monograph, no. 15)

2611. Umstattd, J. G. Follow-up of the Minnesota freshmen of 1929. Minneapolis, University of Minnesota, 1933. 101 p. ms.

Studies the 700 freshmen of 1929 who did not return in 1930.

2612. ——— The Minnesota freshmen of 1930. Minneapolis, University of Minnesota, 1932.

Studies the 2,276 freshmen who entered the University of Minnesota in 1930.

2613. Volpel, Marvin C. A comparison of the work of freshmen who entered the University of Michigan conditionally with the work of an equal number of freshmen entered regularly. Master's, 1933. Michigan. 43 p. ms.

2614. Warburton, Thomas Stanley. Criteria for college admission. Master's, 1933. Claremont. 67 p. ms.

2615. Warner, K. O. and Gerberich, J. B. Relative instructional efficiencies of the lecture and discussion methods in a university course in American government. Fayetteville, University of Arkansas, 1932. 5 p. ms.

2616. *Welck, Arthur Albert. The annuity agreements of colleges and universities. Doctor's, 1933. T.C., Col. Univ. New York city, 1933. 65 p.

Studies the acceptance of funds subject to annuity, their classification and management, and the accounting for and reporting of these funds; includes publicly and privately controlled colleges and universities having productive funds of \$400,000 or more, except Negro institutions, theological seminaries, teachers colleges, and junior colleges.

2617. Wells college. Questionnaire: high-school attitudes towards college courses. Aurora, N.Y., 1933. 15 p. ms.

Studies high-school and preparatory school opinions regarding the general problem of required and optional courses in colleges and universities.

2618. West, Ethel Cope. A study of under-age students entering the University of California, at Berkeley, from August 1922 to January 1932, inclusive. Master's, 1933. California. (California quarterly of secondary education, 9: 79, October 1933)

2619. Whitaker, Helen Eleanor. The possible effect of military training upon the attitudes of college students. Master's, 1932. Oregon. 56 p. ms.

2620. Whitmer, C. A. A study of the scholastic progress of college probationers. Journal of applied psychology, 17: 39-48, February 1933. (University of Pittsburgh)

2621. Williams, John Taylor. A comparative study of the administration of higher education in selected Kentucky Negro and white State-supported schools. Master's, 1932. Cincinnati.

2622. Williams, Juanita L. Federal legislation in relation to Negro land-grant colleges. Master's, 1933. Howard. 81 p. ms.

2623. Williams, Robert L. Present practices in administering quality points in 172 American colleges and universities. - Columbus, Mississippi State college for women, 1932. 9 p. ms.

2624. Wilson, Elsie Pearl. Occupational records of home economics graduates of Iowa State college for 1924 and 1925, entering teaching compared with those entering other occupations. Master's, 1933. Iowa St. Coll.

2625. Works, G. A. Recent plan of co-ordination. Journal of higher education, 4: 141-45, March 1933.

Discusses the plan for coordinating the institutions of higher education in North Carolina.

2626. Worthington, Leland Griffith. Forces leading to the establishment of the Maryland agricultural college. Master's, 1933. Maryland. 226 p. ms.

Studies agriculture in Maryland to the beginning of the nineteenth century, the movement for improved agriculture in Europe and America, proposals for agricultural schools and pattern farms in Maryland, the state map and geological survey, the renaissance of agriculture in Maryland, the state agricultural chemist, the evolution and work of the Maryland state agricultural society, the movement for the Maryland agricultural college.

2627. Wrenn, Charles Gilbert. The relationship of intelligence to certain interests, personality traits, and vocational choices of college students. Doctor's, 1933. Stanford. (Abstract in: Stanford university. Abstracts of dis-

sertations for the degrees of doctor of philosophy and doctor of education, 1932-33. Fifth series, no. 158: 32-36)

Studies the relationship of intelligence level to type of vocational interest and the analysis of a new concept of "interest maturity" in its relationship to level of intelligence, type of vocational interest, and vocational choice; the relationship of level of intelligence to "fitness" or wisdom of vocational choice, as determined by vocational interest ratings, permanence of vocational choice, and other factors; and certain personality traits as related to level of intelligence, with inferences drawn as to the possible formation of psychological compensations.

2628. Yearsley, Elizabeth. A study of 147 small colleges from 1920-1930. Master's, 1933. American Univ. 58 p. ms.

STUDENT PERSONNEL PROBLEMS

2629. Bennett, M. E. College and life, problems of self-discovery and self-direction. New York city, McGraw-Hill book co., 1933. 456 p. (Pasadena junior college)

2630. Clapp, Gordon B. Common law and administration of student personnel in private colleges and universities. Master's, 1933. Chicago. 94 p. ms.

2631. Colner, Gladys Edna. The personality of the college cribber. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 82, October 1933)

2632. Duck, William O. Students' reaction to classroom activities. Master's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 8: 320-31)

Studies likes, dislikes, interest, disinterest, ability to learn and inability to learn as shown by group and case studies.

2633. *Emme, Earle Edward. A study of the adjustment problems of freshmen in a church college. Doctor's, 1932. Chicago. Chicago, Ill., University of Chicago libraries, 1933. 125 p.

Studies the freshmen in a church college of 500 students, to discover the areas of experience in which they found difficulty in making adjustment, and attempts to determine the relationship of the factors of intelligence, neurotic tendency, and socio-economic status to the areas of experience in which the freshmen found difficulty in making adjustment.

2634. Garrett, Mildred. Adjustments of new students at Stanford university. Master's, 1933. Stanford. 107 p. ms.

2635. Guthrie, Elsie Ann. The administration of student labor in college dining halls. Master's, 1932. Iowa St. Coll.

2636. Hemenover, Edgar Everett. The effect of employment to scholarship of the students at the University of Wyoming during the fall quarters of 1931 and 1932. Master's, 1933. Wyoming.

2637. Houston, Clifford G. Vocational choices of university freshmen. Doctor's, 1933. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1933: 34-35)

Attempts to determine the extent to which freshman vocational choices are related to family influences, to high-school and university activities, to vocational interests, to their permanency, and how they are influenced by various sources of vocational information.

2638. Jenkins, Martin D. Personnel work in 22 Negro institutions of higher learning. Master's, 1933. Northwestern. ms.

2639. **Kappelman, Elsie Gillette.** A survey of certain aspects of the student body in the School of education of Northwestern university. Master's, 1932. Northwestern.

2640. ***Lutyen, B. Helène.** Mortality of the student body of New York university, 1923-1930. Doctor's, 1933. New York. 107 p. ms.

The major causes of mortality are: financial needs, irregularities in registration, business requirements, poor scholarship, avocational changes, vocational courses completed and no further interest in study, transfers.

2641. **Mares, E. L.** Improving the letter of application; a study of errors made by college men. Master's, 1932. Miami. 114 p. ms.

2642. **Moon, Robert Cary.** A study and evolution of certain policies of placement service in higher educational institutions. Master's, 1933. Florida. 123 p. ms.

2643. **Moore, Joseph E.** An analysis of self-help freshmen during their first term in college. Raleigh, North Carolina State college, 1932. 7 p. ms.

2644. ———. Study of certain variables among self-help freshmen. Vocational guidance magazine, 11: 120-23, December 1933. (North Carolina State college)

2645. **Post, Ruth Marie.** A dietary study of a group of students working at the Memorial union at Iowa State college. Master's, 1933. Iowa St. Coll.

2646. **Reed, Catherine E.** Part-time employment. Buffalo, N.Y., State teachers college, 1933.

2647. **Reeves, Floyd W. and Russell, John Dale.** Some university student problems. Chicago, Ill., University of Chicago press, 1933. 194 p. (University of Chicago survey, vol. 10)

Discusses the problem of student aid in higher education; scholarships, fellowships, assistantships, and remitted fees; adequacy of student-aid grants; selection of scholars, fellows, and student assistants; student loans; relationship between grades and living environment; reading in the college residence halls for men; relation of the chapel to the religious life of the university.

2648. **Reinhardt, Emma.** Freshman difficulties. Journal of higher education, 4: 307-309, June 1933. (Eastern Illinois State teachers college)

Shows that the chief reasons for their difficulties were: slow reading, too lengthy assignments, difficulty in securing reserved books from the library, inadequate background in certain subjects, difficulty in finding a quiet place to study, and worry about things not connected with school.

2649. **Seyfried, John Edward.** Youth and his college career. A discussion of student problems from the viewpoint of the high-school graduate and the college beginner. Albuquerque, University of New Mexico press, 1933. 251 p.

Discusses the advantages of college training; self-support; choice of a college; transition from high school to college; what to emphasize in college; study; personal conduct; associates; fraternities; specialization; vocation; housing; athletics; health; and the college product.

2650. **Sibley, A. A.** College records of rally scholarship students in Louisiana State university. Master's, 1933. Louisiana. 89 p. ms.

Investigates records in college of winners of scholarships in State high-school rally over a period of 20 years.

2651. **Telford, C. W.** Experimental study of some factors determining the social attitudes of college students. Grand Forks, University of North Dakota, 1933.

2652. Van Tuyl, Katharine. The interests of college students by comparison of major groups. Master's, 1932. Minnesota.

2653. *Wang, Charles Kilord Athen. The significance of early personal history for certain personality traits. Doctor's, 1932. Chicago. (Reprinted from the American journal of psychology, 44: 768-74, October 1932)

Data were secured on 203 men and 155 women students at the University of Chicago, based on their replies to a questionnaire and results on the Allport ascendance-submission test, Freyd's test of introversion-extraversion, Moss's test of social intelligence, Pressey's test of emotionality, and Otis's test of suggestibility. Data indicate that it is possible to find in a person's early life significant facts in determining some of his later personality traits.

WOMEN—EDUCATION

2654. *Abell, Ruth. Factors in the personnel program for the women of Syracuse university as indicated by a study of the women in the class entering September 1931. Master's, 1933. Syracuse. 126 p. ms.

Studies geographical distribution; age and marital status; citizenship, nationality, race and religion; occupations of parents, size of family, educational status of the family; academic backgrounds and extracurricular interests prior to entering the university; factors influencing members of the group to enter college; reasons for selecting the college; vocational preferences and the desire for guidance; financial status; and pre-entrance acquaintance with Syracuse faculty and alumni, sorority interest, and health status at entrance.

2655. Anderson, Miriam M. The relation between body build and physical defects in University of Minnesota women. Master's, 1932. Minnesota.

2656. Bullinger, Genevieve A. Women's life at the University of Michigan. Master's, 1932. Michigan. 65 p.

Finds that 45 percent of the students' time was required for daily living routine, 4 percent for incidental living routine, 29 percent for academic work, leaving 22 percent for leisure.

2657. Campbell, Doak S. Problems in the education of college women: a study of women graduates of southern colleges. Nashville, Tenn., George Peabody college for teachers, 1933. 80 p. (Field study no. 6)

Discusses college women and homemaking, vocations, avocational interests, and considerations involved in curriculum revision.

2658. Campbell, Pearl. Practices followed by women students at State teachers college, Hattiesburg, Miss., in buying and caring for clothing. Master's, 1932. Iowa St. Coll.

2659. Clark, Irene O. The leisure of college women. Master's, 1933. Michigan. 91 p. ms.

2660. Curran, Helen G. The adjustment problems of 184 women transfer students enrolled at the University of Pittsburgh. Master's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 8: 317-18)

Discusses the scholastic, health, economic, vocational, and extracurricular adjustment of women transfer students.

2661. Elliott, Ruth M. A health study of the women entrants at the Oklahoma agricultural and mechanical college. Master's, 1933. Okla. A. & M. Coll.

2662. *Foster, Grace R. Social change in relation to curricular development in collegiate education for women. Doctor's, 1933. T.C., Col. Univ. Waterville, Me., 1934. 203 p.

Studies economic, social and psychological problems peculiar to women, and changes made in the curricula of women's colleges to help train women to meet their various problems.

2663. **Glaspey, Esther.** The educational experience of 100 actresses. Master's, 1933. Iowa.

2664. **Graham, Mary Alice.** The ideas of Madame de Maintenon, Fénelon and Molière on the education of women. Master's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 8: 448-49)

2665. **Hunter, Josephine R.** The guidance of the extracurriculum for women at the University of Pittsburgh. Master's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress and bibliography of publications, 8: 340-41)

2666. **Kammer, Agnes Anne.** The effect of functional periodicity upon the mental efficiency of college women. Doctor's, 1932. Pennsylvania.

2667. **Lynn, Opal.** Differences in the attitudes of Iowa State college girls in the freshman and senior years. Master's, 1933. Iowa St. Coll.

2668. **McCullough, Constance M.** Entrance requirements of seven eastern women's colleges. Master's, 1933. Butler. 135 p. ms.

Evaluates the present entrance criteria of Barnard, Bryn Mawr, Mt. Holyoke, Radcliffe, Smith, Vassar and Wellesley through historical study of trends, a study of the criticisms of present criteria and previous scientific evaluations, a national survey by questionnaire of secondary school preparation for college success and for the College board examination by 100 public and 100 private schools contributing candidates for examination.

2669. **Merkeley, Lois Oles.** A study of the knowledge and interest in hygiene for college women. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 86, October 1933)

2670. **Miller, Elizabeth C.** Membership in honor societies as a motivating factor in the education of women at the University of Pittsburgh. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 419-20)

2671. **Murphy, Lois Mae.** The intellectual development of women from 1850 to 1932 as evidenced by Harper's magazine. Master's, 1933. Northwestern. ms.

2672. **Reed, Catherine E.** Studies of nonresident girls. Buffalo, N.Y., State teachers college, 1933.

2673. ——— Time study of freshmen girls. Buffalo, N.Y., State teachers college, 1933.

2674. **Suttles, Olivette.** Guidance course for freshmen women in the small college. Master's, 1933. Peabody. 33 p. ms.

Includes guidance and college life, educational guidance and vocational guidance.

2675. **Turner, Mrs. Gladys Welch.** Characteristics of student leaders in a woman's college. Master's, 1933. Texas St. Coll. for Women.

Studies 25 students in the College of industrial arts who hold important positions of leadership. The traits most carefully considered were physical characteristics, scholarship, introversion-extroversion, ascendance-submission, and age. Student leaders rank higher in scholarship than non-leaders.

2676. **Virgion, Marjorie E.** A study of the relation of the major chosen in college to the occupation pursued after graduation of the classes 1925 and 1926 of the New Jersey college for women. Master's, 1932. New York. 41 p. ms.

Data indicate that the graduates considered the majors and the academic work had proven most helpful in relation to their present occupations.

2677. Williams, Robert L. The study habits of failing freshmen. Columbus, Mississippi State college for women, 1933. (Bulletin of the American association of collegiate registrars.)

Standardized tests were given to all members of the freshman class, including the failing students, who were given additional tests and who had a survey made of their study habits. Data indicate that many failing students have the ability to do successful college work if they can be properly motivated; classroom teachers and faculty advisers can prevent failures by offering a preventive type of educational guidance designed for this purpose; the percentage of students eliminated from the failing group is approximately 150 percent greater than the eliminations from the freshman class as a whole and approximately 200 percent greater than the eliminations from the non-failing freshmen.

2678. Wood, Alice L. Perry. Sophomore slump. Wellesley, Mass., Wellesley college, 1933. 6 p. ms.

Studies members of the classes of 1931, 1932 and 1933 whose grades dropped five or more points, and finds that the traditional decline is an indication of inability to continue more advanced college work, or for a small proportion of the class may be a mere slump.

PROFESSIONAL EDUCATION

2679. Batley, Jesse E. An attempt to predict the success of student nurses by the use of a battery of tests. Master's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstract of theses, researches in progress, and bibliography of publications, 8: 457-58)

2680. Blose, David. Standards for the Master's degree. Master's, 1933. American Univ. 88 p. ms.

2681. Boardman, C. W. and Finch, F. H. Relation of secondary school preparation to success in engineering college. Journal of engineering education, 24: 466-75, March 1934. (University of Minnesota, 1933)

Examines relation between amount of work in various subjects in high school and total achievement in engineering college. Prognosis for achievement in engineering courses is most favorable for boys taking most high-school work in science, mathematics, and shop.

2682. Dudley, A. Mansfield. The graduate student training course for engineering of the Westinghouse electric and manufacturing company. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstract of theses, researches in progress, and bibliography of publications, 9: 474-75)

Data justify the student training program, and prove that higher accomplishment is reached by engineers so trained than can be found among a group trained in all other known ways.

2683. Eickman, Linda Augusta. An experiment with an objective scale for testing student nurses at practice. Master's, 1933. Washington. ms.

2684. Goostray, Stella. Is a national accrediting agency for schools of nursing advisable? Master's, 1933. Boston Univ. 81 p. ms.

2685. Gray, Theodore M. An analysis of recognized American law schools for high-school guidance. Master's, 1933. Ohio. 400 p. ms.

2686. Hamrin, S. A. A personnel study of pharmacists in training. Evanston, Ill., Northwestern university, 1933.

2687. Hopkins, Dorothy Rona. Some factors affecting admission of students to the graduate School of education of Boston university as candidates for the degree of Master of education. Master's, 1933. Boston Univ. 53 p. ms.

2688. Jones, Walter B. and Ifert, R. E. Fitness for nursing: a study of student selection in schools of nursing. Pittsburgh, Pa., Bureau of educational records and research, 1933. 40 p. (University of Alabama)

Studies students in training in order to determine the standards for entering students; takes a poll of principals and instructors of nursing and senior nurses in order to make recommendations to high-school principals concerning high-school curricula for prospective nurses; and determines the essential personal traits of nurses and their measurement by the use of a graphic rating scale.

2689. Kakuske, Herbert P. Law school records study. Master's, 1933. Wisconsin.

2690. Kerekes, Frank. Education of engineering students. Journal of engineering education, 23: 708-12, May, 1933. (Iowa State college)

2691. King, Myron B. The place of a legal aid clinic of a school of law in the educational program of a community. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 89, October 1933)

2692. Lichti, Paul A. A study of the relationship between a knowledge of human anatomy and physiology and nursing practice. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 90, October 1933)

2693. Lucas, William Carman. A comparative study of the scholastic achievement of private college and state college graduates in the Graduate school of the University of Kentucky. Master's, 1933. Kentucky. 51 p. ms.

Attempts to find out what colleges best prepare the student for success on the graduate levels of instruction. Surveys the scholastic achievements of the graduate students receiving the M.A. degree from the University of Kentucky from 1915 to 1932, classified according to the type of institution in which they did their undergraduate work, and compares the several groups.

2694. Newton, Mildred Emily. The prediction and prognostic value of success in nursing theory. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 86, October 1933)

2695. Nisbett, Clarence Elmer. The qualifications required for entrance into the ministry. Master's, 1932. South. Methodist.

2696. Ort, Louise Mary. The school nursing program in the secondary school. Master's, 1933. Ohio. 451 p. ms.

Attempts to develop a tentative program for school nurses, both in and preparatory to active service.

2697. Rhinehart, Jesse B. An attempt to predict the success of student nurses by the use of a battery of tests. Journal of applied psychology, 17: 277-93, June 1933. (University of Pittsburgh)

2698. Howe, C. Merle. Interest as a determining factor in securing a true estimate of the prospective engineer's ability in English. Master's, 1933. South Dakota. 100 p. ms.

2699. Slaymaker, Robert Ridgley. An experimental and analytical study of data secured from the impact testing machine developed and built by the Engineering experiment station of Iowa State college. Master's, 1932. Iowa St. Coll.

2700. Waldorf, Harry B. A study of dental schools in the United States. Master's, 1933. Ohio. 176 p. ms.

2701. Wleeking, Anna M. The relative effectiveness of presentation of various story and factual reading forms of dental hygiene informational material. Doctor's, 1933. Iowa. 172 p. ms.

2702. Woelfel, *Sister Mary Augusta*. The educational function of supervision in Catholic schools of nursing. Master's, 1933. St. Louis. 115 p. ms.

ADULT EDUCATION

2703. Ackerman, Russell E. Trends in illiteracy in New Mexico. Master's, 1933. New Mexico. 53 p. ms.

2704. *Alderman, Lewis R. Adult education under public auspices in the United States. Doctor's, 1933. American Univ. 251 p. ms.

Studies state programs of adult education, evening schools, vocational education, extension education, opportunity schools, prison education, parent education, the library and adult education, illiteracy.

2705. Bardonner, Nello E. An analysis of the interests, needs, and activities of the students of the Waukegan township evening school at Waukegan, Ill. Master's 1932. Iowa St. Coll. 54 p. ms.

Gives a brief history of the Waukegan township evening school, together with pertinent data on age distribution, nationality, scholastic attainments, reasons for discontinuing formal education, activities, length of attendance, and avocational interests of pupils.

2706. Bernard, John V. A program of adult education for the Sargent community. Master's, 1933. Colo. Agr. Coll.

2707. Betts, Hugh J. The history and development of adult education in the city schools of Knoxville, 1916-1933. Master's, 1933. Tennessee. 174 p. ms.

2708. Bishop, Aida C. The development of the continuation school in Pittsburgh, Pennsylvania. Master's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 8: 309)

2709. Bittner, Walton S. and Mallory, Hervey F. University teaching by mail. A survey of correspondence instruction conducted by American universities. New York, Macmillan company, 1933. 355 p. (University of Colorado)

Surveys college and university correspondence instruction of the institutions that are members of the National university extension association. Shows the origin and growth of correspondence teaching, its administrative problems and policies, standards and practices, and principles, and takes up the teaching of biology, education, English, German, history, mathematics, mechanical drawing, psychology, and sociology by mail.

2710. Campbell, Adelbert Benjamin. A study of minors enrolled in a continuation school. Master's, 1933. California. (California quarterly of secondary education, 9: 78, October 1933)

2711. Coman, Ruth Pitman. The organization of parent education in the State of California. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 89, October 1933)

2712. Cox, Katherine Sharpless. The continuation school: origin, development and function. Master's, 1933. Claremont. 190 p. ms.

2713. Davidson, J. B., Hamlin, H. M. and Taff, P. C. A study of the extension service in agriculture and home economics in Iowa. Ames, Ia., Collegiate press, 1933. 237 p. (Iowa State college)

2714. Day, Vera Mary Hills. The content of a course in parent education adapted to the needs of the parents of the children in the Iowa State college nursery school. Master's, 1933. Iowa St. Coll.

2715. Ferguson, Elizabeth T. A study of the instructional material used in the part-time continuation schools of Bay City, Flint and Pontiac. Master's, 1933. Michigan. 146 p. ms.

2716. Giles, Owen Alfred. Tendencies in adult education. Master's, 1933. Okla. A. & M. Coll. 50 p. ms.
2717. Hurley, John Randolph. The vocational adjustment of continuation school students. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 84, October 1933)
2718. Keyes, Walter E. A study of certain personnel factors affecting the holding power of adult evening school classes. Master's, 1933. Colo. Agr. Coll.
2719. Lederer, Edwin A. Adult education programs of the Board of education and cooperating private agencies in Chicago. Master's, 1932. Chicago. 112 p. ms.
Analyzes activities of public evening schools and other adult education agencies in Chicago, such as community centers, forums, library.
2720. Lee, Sui Fong. A survey of the present status of adult education in the United States. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 90, October 1933)
2721. McCraw, Troy L. A plan of adult education based on philosophy of advanced thinkers. Master's, 1933. Oregon. 57 p. ms.
2722. Mackaye, David L. Problems underlying the administration of adult education in California. Master's, 1932. Stanford. 165 p. ms.
2723. McKimmey, Harry W. An analysis of the public evening school as an agency for adult education. Master's, 1933. Wisconsin.
2724. Mason, Donald M. A study of the correspondence courses at Massachusetts State college in the field of agriculture. Master's, 1933. Mass. St. Coll. 149 p. ms.
2725. Mayhew, Ernest E. An analysis of the needs for part-time education in rural communities of Iowa. Master's, 1933. Iowa St. Coll.
2726. Mohar, Nathan Ralph. The high-school in relation to adult education. Master's, 1933. Illinois.
2727. Norman, Daisy Beeby. Training adults for direct wage earning in the field of institutional economics with a suggested course of study. Master's, 1933. Kans. St. Coll.
2728. Prouty, Charles F. The decline of illiteracy in the United States from 1790 to 1930. Master's, 1932. Michigan. 133 p.
2729. Robbins, Charles L. Facilities for adult education in Iowa. Iowa City, University of Iowa, 1933. 44 p. (University of Iowa. Extension bulletin no. 325. College of education series no. 32)
Studies organizations and institutions which are operated on a non-profit-making basis.
2730. Sorensen, Herbert. Adult abilities in extension classes. A psychological study. Minneapolis, University of Minnesota press, 1933. 100 p.
The Minnesota college aptitude test and the Minnesota reading examination, form A were given to approximately 5,500 extension students at the University of Minnesota. The students examined were registered for late afternoon and evening classes conducted on the semester basis. Data indicate that formal adult education does not reach many beyond middle age. Older persons seem to have less desire to acquire new or additional knowledge. It makes its appeal to adults capable of receiving education on a college level.

2731. **Steyn, Maria Elizabeth.** The development of parent education through the Extension service of Iowa State college, 1925 to 1931. Master's, 1933. Iowa St. Coll.

2732. **Witty, Paul A.** The leisure activities of adults in 1929 and in 1932. Evanston, Ill., Northwestern university, 1933.

TEACHER TRAINING

2733. **Armstrong, Grace.** A study of representative courses for the professional education of elementary teachers in certain selected universities and colleges. Master's, 1933. Minnesota. 417 p. ms.

2734. **Arrowood, C. F.** Using fiction and poetry in teaching the history of education. High school journal 17: 54-58. February 1934. (University of Texas)

2735. ***Black, George H.** The state and the education of teachers. Doctor's, 1933. New York. 151 p. ms.

Analyzes state administration of the education of teachers based upon 154 major administrative activities.

2736. **Brannaman, Ray Harold.** The relative achievement of training and public school pupils. Master's, 1933. Colo.St.T.C.

2737. **Butterweck, Joseph S. and Seegers, J. Conrad.** An orientation course in education. Boston, Mass., Houghton Mifflin company, 1933. 392 p. (Temple university.)

Discusses the modern school, how it came to be and its unrealized ideals, scientific method in education, guidance, the machinery of the school, and the teacher.

2738. **Callender, Lillian Jorgine.** The professional preparation of home economics teachers in Iowa. Master's, 1933. Colo.St.T.C.

2739. **Campbell, Willie L. D.** Training, experience and salary of Negro home economics teachers in secondary schools of Texas. Master's, 1933. Iowa St. Coll.

2740. **Carter, Asa.** Preparation, teaching program, and extracurricular and other activities of 457 industrial arts teachers in the junior and senior high schools of Illinois. Master's, 1933. Iowa St. Coll. 181 p. ms.

2741. ***Clark, Laura Veach.** A study of the relationship between the vocational home economics teacher training curricula of a group of women's colleges and the expected responsibilities of beginning teachers. Doctor's, 1933. T. C., Col. Univ. New York city, Teachers college, Columbia university, 1933. 83 p. (Contributions to education, no. 586)

Attempts to determine to what extent the existing vocational home economics teacher training curricula of 7 women's colleges of the southern region of the United States, which receive federal aid for the training of teachers of vocational home economics, prepare the teachers for the responsibilities that beginning teachers are expected to assume as measured by state and federal standards. In most respects these colleges meet state and federal standards for the training of home economics teachers, but fall short of the standards in some respects.

2742. **Cleavinger, Eugene Hall.** The opportunities for teacher training in business education on the Pacific coast. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 89, October 1933)

2743. **Davis, Howard Clarke.** A study of music faculties and their degrees. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 360-61)

2744. Day, Omar H. An evaluation of certain summer session courses at Colorado agricultural college for training industrial arts teachers based on an analysis of teaching jobs. Master's, 1933. Colo. Agr. Coll.

2745. Fletcher, Gertrude B. The newer concepts of teacher training. Master's, 1933. Illinois.

2746. *Graham, Jessie. The evolution of business education in the United States and its implications for business-teacher education. Doctor's, 1933. Southern California. Los Angeles, University of Southern California press, 1933. 228 p. (Southern California education monographs, 1933-34 series, no. 2)

Discusses early and current aims and curricula of secondary business education in the United States as criteria for the preparation of teachers of business subjects; preparation of teachers of business subjects for the secondary schools of the United States; evaluates practices in business-teacher education in terms of the present curricula of secondary business education and requirements in employing institutions.

2747. Gray, Bude. The preparation of chemistry teachers in selected universities, liberal arts colleges and junior colleges. Master's, 1933. Minnesota. 253 p. ms.

2748. *Hagie, C. E. Selective admission to teacher preparation. Doctor's, 1932. New York. 195 p. ms.

Attempts to discover the most recent trends in selective admission procedure as employed in the publicly supported normal schools and teachers colleges which have gone farthest in breaking away from the conventional scholastic criteria as a basis for admitting or rejecting applicants.

2749. Hale, Genevieve. Advanced training for teachers of English in the secondary school. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 84, October 1933)

2750. Hawk, Raymond F. Some opinions from summer session students regarding the general work of the curriculum to fit individuals for actual teaching. Cheney, Washington State normal school, 1933. 4 p. ms.

2751. Hertzberg, Oscar E. An analysis of the effort of the New York State teacher training institutions to improve their product through better selection. Buffalo, N.Y., State teachers college, 1933. 27 p. ms.

Discusses the procedures and results of the first State wide selective admissions program, 1932-33, and the program adopted for year 1933-34.

2752. Holcombe, Mary, Magdalena. Preparation of high-school English teachers in Alabama. Master's, 1933. Colo.St.T.C.

2753. Jackey, David F. An evaluation of the basic curriculum of vocational teacher training in trade and industrial education in the State of California. Doctor's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 166-71)

Data indicate that the basic curriculum, as it now exists, is not adequate in the judgment of the teachers and supervisors. Presents a tentative basic curriculum for the training of trade and industrial teachers.

2754. *Kirk, Raymond V. The professional preparation of teachers in the State of Pennsylvania for the Catholic parochial elementary schools as seen from the survey of 19 of the total number of 27 teacher training centers in the State. Doctor's, 1933. New York. 184 p. ms.

Discusses the history, organization and control, personnel and curricula of the Catholic teacher training institutions in Pennsylvania.

2755. Landers, G. V. A study of the training, experience, tenure, and salaries of the high-school teachers of New Mexico. Master's, 1933. N.Mex. Nor. Univ. ms.

2756. Landers, Marie W. A study of the training, experience, tenure, and salaries of the elementary teachers of New Mexico. Master's, 1933. N.Mex. Nor. Univ. ms.

2757. Leterrneau, Sister Mary Louis. Present status of teacher training as evidenced by a study of state requirements for certification of teachers in secondary and elementary schools. Master's, 1933. Notre Dame. 75 p. ms.

2758. Mathews, C. O. Technical concepts in education. Delaware, Ohio Wesleyan university, 1933. 4 p. ms.

Attempts to combine the findings of certain existing studies of concepts in education and to secure a condensed list which should be emphasized in the training of teachers.

2759. Opperman, William Frank. Training and placement. Master's, 1933. Colo. Agr. Coll.

2760. Perkins, Irving C. Selection of freshmen for industrial arts teacher training. Master's, 1932. Buffalo.

2761. Prescott, Daniel A. The training of teachers. New Brunswick, N.J., Rutgers university, 1933. 35 p. (Rutgers university bulletin, series 9, no. 8. Studies in education no. 5.)

Presents a plan for teacher training based on contacts with the schools of a number of European countries, and discusses the training of teachers; pre-service training of teachers; in-service retraining of teachers.

2762. Register, Albert Roy. A study of some of the earlier institutes and summer schools for teachers in South Carolina and of the summer school of the University of South Carolina, 1914-1932. Master's, 1933. South Carolina. 91 p. ms.

2763. Robinson, George T. Inducements offered white teachers in Florida to attend summer school. Master's, 1933. Peabody. 81 p. ms.

Data indicate that Florida teachers are actually offered officially tangible inducements to attend summer school, both by Florida officials and by institutions themselves. Financial inducements and professional growth constitute the major inducements.

2764. Rudow, Leonore. The professional training needs of rural teachers in terms of an evaluation study of their outstanding problems. Master's, 1933. Minnesota. 215 p. ms.

2765. Shaw, Mrs. Travis. Teacher training in physical education. Master's, 1933. West Texas St.T.C. 110 p. ms.

2766. *Shay, Daniel Henry. The organization and administration of day industrial teacher-training by the states in cooperation with the Federal board for vocational education. Master's, 1933. Boston Univ. 39 p. ms.

Discusses different types of training organization, lengths of training courses, qualification of teachers, courses of study, college training and degrees, and costs.

2767. Siedle, T. A. A new program of teacher preparation. School and society, 37: 255-57, February 25, 1933. (University of Pittsburgh)

2768. Smith, L. T. How can the teacher-training institutions keep in step with changing tendencies and modern requirements? Bowling Green, Western Kentucky State teachers college, 1933.

2769. Terhune, Persis Carter. An investigation of the necessary content of courses for the training of music teachers. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 88, October 1933)

2770. Thornbury, Brother Ignatius. A comparative study of courses: a comparative study of courses in general methods, principles of education, principles

of teaching, and science of education as offered in 40 teacher-training institutions. Master's, 1933. Catholic Univ. 48 p. ms.

2771. Torrey, Melvin. A survey in the high schools of western Kansas on the relation of training and experience of teachers of commercial subjects to the achievement of pupils enrolled in these classes. Master's, 1932. Kana. St. Coll., Ft. Hays. 55 p. ms.

2772. Ullrich, Eloise S. The professional preparation of high-school teachers of mathematics. Master's, 1933. Fordham.

2773. Vertrees, Clarence Edgar. A survey of training, experience, and economic and social relations of teachers and administrators of Orange county. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 88, October 1933)

2774. Walker, Beta L., Miller, Fred H., Barnard, O. S., and others. The college preparation in subjects taught, and the professional training of teachers in the accredited public high schools of Illinois outside Chicago, employing less than 21 teachers. Urbana, University of Illinois, 1933. 6 p. ms.

2775. *Wightman, Clair S. The teacher's diary as an instrument of follow-up work. Doctor's, 1933. New York. 133 p. ms.

Data were secured from diaries written in the school year 1931-32 by 30 teachers who had recently graduated from the Paterson State normal school, and were holding their first teaching positions. The diary was of value to the teachers and to the normal school in helping the teachers in their work.

NORMAL SCHOOLS AND TEACHERS COLLEGES

2776. Allen, Henry V. The cost of a Master's degree in a State teachers college. Master's, 1933. Colo.St.T.C.

2777. Ardrey, HESSIE Doris. An analysis of theories and practices in the preparation of physical education teachers in teachers colleges. Master's, 1933. Colo.St.T.C.

2778. Barger, Thomas Morse. A study of the curricula offered for the preparation of high-school teachers in the State teachers colleges of Illinois. Master's, 1933. Illinois.

2779. Baylis, Fred Edward. An analysis of theories and practices in the preparation of physics teachers in teachers colleges. Master's, 1933. Colo. St.T.C.

2780. *Brown, Lynn E. Housing of women students at the normal schools and teachers colleges in New York State. Doctor's, 1933. New York. 247 p. ms.

Discusses the personal backgrounds of the students, conditions under which they live at the normal schools and teachers colleges, and residence halls for women in other states.

2781. Bunting, David Edison. A documentary history of Sam Houston normal institute. Master's, 1933. Texas.

2782. Clayton, George B. A method of arriving at probable teaching success based upon scholarship. Master's, 1933. Ind.St.T.C. 37 p. (Abstract in: Indiana State teachers college. Teachers college journal, 4: 317, July 1933)

The records of 211 special industrial arts majors were used in an attempt to determine a method of predicting the probable teaching success of special industrial arts majors of the Indiana State teachers college.

2783. **Culhane, Josephine M.** A study of traits associated with successful and unsuccessful county normal school students. Master's, 1932. Michigan. 48 p.

Analyzes the Purdom diagnostic blank filled out by students from 88 county normal schools, and compares the results with norms and with academic records and teacher ratings. Finds that students having an A or B rating had an average of 1.6 trait problems, while those with C teacher ratings had an average of 3 trait problems.

2784. **Devricks, Robert K.** Follow-up study of Indiana State teachers college graduates for 1931. A study of the preparation and employment of the 573 graduates for the year 1931-1932. Teachers college, journal, 4: 193-202, November 1932. (Indiana State teachers college)

Includes data on the licenses issued on regular college subjects including special subject majors of 40 hours and the subjects and subject combinations taught by the 1931 graduates in the school year 1931-1932.

2785. **Foberg, J. A.** Arithmetical understanding and computational skills of students in the State teachers colleges of Pennsylvania. Doctor's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress and bibliography of publications, 8: 78-82)

Attempts to determine the amount and kind of arithmetical understanding and skills possessed by the students of the State teachers colleges of Pennsylvania, to compare the arithmetical performance of the students of these institutions with the performance of pupils in the public schools; and to discover the amount and kind of variation in the arithmetical performance of the students in the various State teachers colleges.

2786. ***Goff, Bessie Emma.** The function of the dean of women as adviser to the student council with special reference to teachers colleges. Master's, 1933. Boston Univ. 73 p. ms.

Data from 65 schools and colleges in 31 states show that in 54 of them the dean of women has some form of direct contact with the executive board of the student participation or government organization.

2787. **Haefner, Ralph, Reinghard, Emma and Beu, Frank A.** Changes in the student body during a five year period, 1925-1930. Charleston, Ill., Eastern Illinois State teachers college, 1932. 40 p. (Teachers college bulletin, no. 118)

Compares the student body attending the Eastern Illinois State teachers college during the year 1925-26 with the group attending during the year 1930-31, as to size and social background, intellectual ability, and college scholarship.

2788. **Haslem, Melvin.** A study of the development of the teachers colleges of South Dakota. Master's, 1933. Colo. Agr. Coll. . .

2789. **Hertzberg, Oscar E.** A comparison of the kindergarten-primary majors with the intermediate and grammar grade majors in a teachers college. School and society, 37: 153-54, February 4, 1933. (State teachers college, Buffalo, N.Y.)

2790. ——— Emotional stability as a factor in a teacher's college admission and training program. Educational administration and supervision, 19: 141-48, February 1933. (State teachers college, Buffalo, N.Y.)

Studies the frequency of different kinds of personality maladjustments among college freshmen, and finds that emotional stability exists independent of such factors as intelligence and scholastic achievement. Some personality traits can not be altered either through guidance or training, and will unfit the student for successful teaching.

2791. ——— Third annual report to Dr. Harry W. Rockwell, president of the college. Buffalo, N.Y., State teachers college, 1933. 45 p. ms.

Contents: (1) Have we on the basis of the standards we have set up during the past three years secured an increasingly better grade of entering students? p. 1-15; (2) How may freshman sections be best arranged so as to obtain valid and reliable grades!

A study in homogeneous versus equated groupings, p. 16-34; (3) What is the relationship between practice teaching grades and entrance examinations, and how are we grading our practice teachers? p. 35-45.

2792. **Kidney, Isabel H.** Duties performed by the registrar. Buffalo, N.Y., State teachers college, 1933. 36 p. ms.

Analyzes the duties performed in the registrar's office: studies of faculty load, grade distributions, registration figures, scholarship of students, graduates over a 10 year period and miscellaneous studies.

2793. **Lynch, George Henry.** A study of male students at St. Cloud State teachers college; correlation of strength, body build, and intellectual and athletic achievement. Master's, 1932. Minnesota.

2794. **McBride, Waldon A.** Influence of occupations and industries of home communities upon freshmen at Indiana State teachers college in 1924-25, 1926-27, 1928-29, 1930-31. Master's, 1932. Ind.St.T.C. 47 p. (Abstract in: Indiana State teachers college. Teachers college journal, 4: 295-96, July 1933.)

Attempts to determine what type of community sent the best students to Indiana State teachers college, the length of course entered on, whether there was any difference according to sex in grade of work done during the freshman year, and the length of time the subjects of the study remained in school.

2795. **Masters, Harry V. and Upshall, C. S.** Study of the gains made by normal school students in intelligence test scores. Bellingham, Washington State normal school, 1932. 10 p. ms. (Bureau of research studies, no. 12)

2796. ***Morrison, Robert H.** Internal administrative organization in teachers colleges. Doctor's, 1933. T.C., Col. Univ. New York city, Teachers college, Columbia university, 1933. 184 p. (Contributions to education, no 592)

Criteria for evaluating internal administrative organization in teachers colleges were formulated, and submitted to a jury of teachers college presidents for validation. A survey was made of the administrative organization of 150 teachers colleges, and the data tabulated and interpreted in the light of the validated criteria.

2797. **Nelson, M. J.** A study in the value of entrance requirements at Iowa State teachers college. Cedar Falls, Iowa State teachers college, 1932. 4 p. ms. (Research report no. 11)

Attempts to determine whether some groups of subjects give better preparation for success in college than do other groups of subjects. The records of 200 students who entered Iowa State teachers college in the fall of 1931 were studied. Data indicate that there is little justification for requiring any specific amount of work in any subject.

2798. **Osterhout, Fred W.** Achievement of the mathematics majors of the Kansas State teachers college of Emporia for the years 1917-1932. Master's, 1933. Kan.St.T.C., Emporia. 72 p. ms.

2799. **Price, Hugh W.** A history of the New Mexico normal university, 1893-1931. Master's, 1932. N.Mex.Nor.Univ. ms.

2800. ***Sperle, Diana Henryetta.** The case method technique in professional training. A survey of the use of case studies as a method of instruction in selected fields and a study of its application in a teachers college. Doctor's, 1932. T.C., Col. Univ. New York city, Teachers college, Columbia university, 1933. 93 p. (Contributions to education, no. 571)

Surveys the use made of the case method in the fields of law, medicine, sociology and psychology education, in dealing with individual problems in the schools, in guidance work, in the work of the visiting teacher, and in the in-service training of teachers; and presents a study in case methods in education as developed, applied, and evaluated in the New Jersey State teachers college at Montclair.

2801. ***Taylor, Hoy.** An interpretation of the early administration of the Peabody education fund. Doctor's, 1933. Peabody. Nashville, Tenn., George

Peabody college for teachers, 1933. 166 p. (Contribution to education, no. 114)

Interprets Mr. Peabody's purpose, traces the influence of the fund on public education and towards teacher training, and shows how the fund became concentrated on a central normal college.

2802. Tinker, William Marsh. The unit exhibiting the direct and indirect cost of instruction in the State teachers colleges of the Commonwealth of Pennsylvania. Doctor's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 8: 233-41)

Data were secured from six State teachers colleges for the school years 1926-27, 1927-28, and 1928-29. Finds that art, music, physical education, and science require about 45 per cent of the entire number of student clock hours, that they have a lower student clock hour cost than the academic subjects, but have a higher student credit hour cost.

2803. Wadsworth, John Joseph. Analysis of the theory and practices in the professional preparation of mathematics teachers in 29 teachers colleges. Master's, 1933. Colo.St.T.C.

2804. Walter, Arthur. The origin and development of the San Jose state teachers college. Doctor's, 1933. Stanford. (Abstract in: Stanford university. Abstracts of dissertations for the degrees of doctor of philosophy and doctor of education, 1932-33. Fifth series, no. 158, p. 199-205)

2805. Wells, Florence Eunice. A follow-up study of graduates of commercial teacher training courses of Michigan State teachers colleges. Master's, 1933. Michigan. 129 p. ms.

2806. Young, A. C. The assembly in the teachers college. Cleveland, Miss., Delta State teachers college, 1933. 15 p. (Bulletin of the Delta State teachers college, vol. 9, no. 3)

Studies conditions in 104 teachers colleges and concludes that there is not sufficient unanimity of opinion as to the value of the assembly in the teacher training program, and that there is no concerted agreement in practice in conducting assemblies.

2807. Zeigel, William H. The Delta State teachers college, a senior college. Cleveland, Miss., Delta State teachers college, 1933. 87 p. ms.

Sets up certain criteria of a senior college and shows that the Delta State teachers college qualifies as a senior teachers college.

PRACTICE TEACHING

2808. Bechaud, Marilou Armande. A study of certain non-academic factors in relation to teaching effectiveness. Master's, 1933. Washington. 103 p. ms.

Describes the relation of social intelligence, scholastic aptitude, and teaching aptitude as measured by tests, to teaching effectiveness in the practice period.

2809. Berryman, Sophie G. Practice teaching: a study of certain factors of this phase of professional training. Master's, 1933. N.Y. St. Coll. for Teach.

2810. Brayton, Margaret. Classroom difficulties of the student teachers in the kindergarten. Master's, 1933. Northwestern. ms.

2811. *Derick, Charles Bruce. A study of some attitudes of high-school pupils towards student teaching, including a test to measure these aptitudes. Master's, 1933. Penn. State. 58 p. ms.

Data indicate that pupils believe that: they should not have student teachers more than half time; there should be only one student teacher to a class; the class does not take the student teacher seriously and places less confidence in her; they are reasonable in their demands and stay close to the lesson plan.

2812. **Flowers, John Garland and Morrison, Robert H.** Principles and practices in the conduct of student teaching. Montclair, N.J., State teachers college, 1932. 40 p.

Principles underlying student teaching were formulated and validated, and practices in one institution described.

2813. **Nell, Raymond Boyd.** Problems in practice teaching. Minneapolis, Minn., Burgess publishing company, 1933. 106 p. (Hamline university)

Presents a series of 73 problems met in practice and actual teaching, with questions and suggestions for solution.

2814. **Newsom, Shirley.** A study of the relations between various scholastic, personality and experience factors and success in student teaching in home economics. Master's, 1933. Colo. Agr. Coll.

2815. **Ousley, Odille.** Critical analysis of a program used in supervising student-teaching. Master's, 1933. Peabody. 174 p. ms.

2816. **Swisher, Alice.** The supervision of student teaching with special reference to the field of home economics. Master's, 1933. Ohio. 112 p. ms.

2817. **Syracuse University.** The practice teacher and high-school achievement, Harry P. Smith, director. Syracuse, N.Y., 1933. 9 p. ms. (Bureau of educational research bulletin, 1933, no. 4)

Data indicate that the presence of practice teachers did not affect, either favorably or unfavorably, the achievement of the pupils studied, as measured by the achievement tests used.

2818. **Thurman, Grace Mae.** A study to find the relationship of student teaching grades, general scholarship, intelligence and personality with student teaching and success in the field. Master's, 1933. Kentucky. 25 p. ms.

2819. **Willison, Sister Mary Rayneria.** A comparison of the achievement of pupils taught partially by student teachers with pupils taught by regular teachers only. Master's, 1933. Creighton.

2820. **Young, Alberta.** A plan for informing the student teachers of home economics in high-school concerning the home conditions of the high-school girls whom they teach. Master's, 1933. Tennessee. 86 p. ms.

TEACHER TRAINING IN SERVICE

2821. **Barton, Carrie B.** Supervision as applied to training of teachers in service. Master's, 1933. Wisconsin.

2822. ***Fuda, Anna M.** Teacher judgments of in-service education. In-service education section of the National survey of the education of teachers. Doctor's, 1932. New York. 83 p. ms.

Reports on 160,123 teacher-judgments, 62,076 of which came from administrators and supervisors, while 98,047 came from classroom teachers.

2823. **Gaddy, Bessie.** The individual supervisory conference. Master's, 1933. Peabody. 195 p. ms.

2824. **Hagar, W. E.** In-service training of secondary teachers in Oklahoma. Master's, 1932. Okla. A. and M. Coll. 100 p. ms.

Data indicate that methods employed in Oklahoma high-schools vary with the size of the school, and that the teachers have a comparatively small amount of time for professional self-improvement while in service.

2825. **Hawk, Raymond F.** A study of special subjects as evaluated by graduates in the field. Cheney, Washington State normal school, 1933. 2 p. ms.

2826. Hawk, Raymond F. Study of the community reading activities of teachers in the field as revealed by students attending the 1932 summer session. Cheney, Washington State normal school, 1933. 3 p. ms.

2827. *Leman, Grant William. A study of factors in the development of professional adjustment service with special reference to graduates of a state teacher training institution which supplies secondary school teachers to a supervised service area. Doctor's, 1932. New York. 259 p. ms.

Attempts to determine the types of professional in-service training which may be offered to meet the needs of the graduates of the New Jersey State teachers college at Montclair; to investigate various factors in the development of the service; to study the extent to which the college may be able to minister to the professional adjustment needs of its graduates; and to present a program of adjustment service which may be used in meeting these needs.

2828. Patted, Claude H. Demonstration teaching as a device for improving teachers in service. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 431-32)

2829. Price, Maud Louise. Measuring the growth of teachers in the teaching of geography. Master's, 1932. Michigan. 80 p. (Abstract in: University of Michigan. Abstracts of dissertations and theses in education, 1931-32. Monograph no. 2: 95-96)

2830. *Young, Clarence M. Improving the experienced teacher: a study in supervision. Master's, 1933. West Virginia. 28 p. ms.

Discussed methods of improving the teacher's ability to deal with individual differences, to make proper use of class time, to test the results of instruction, to adjust methods to subject matter, to make critical self-evaluations, and to develop the proper attitude toward supervision.

TEACHERS—STATUS

2831. Anderson, Emmogene Powell. A case study analysis of techniques of selected English teachers in Seattle high schools. Master's, 1933. Washington. 206 p. ms.

2832. Barton, Bessie Ruth. Opportunities in teaching. Master's, 1932. Wisconsin.

2833. Bracuto, Peter. The status of foreign language teachers for the State of Florida, 1931-32. Master's, 1933. Florida. 107 p. ms.

2834. Brotherton, Ralph S. The social and professional status of the teachers of rural and grade schools in Huron county, Mich. Master's, 1933. Michigan. 64 p. ms.

2835. Brundage, Joe R. The personnel of the industrial education teacher in Arizona. Master's, 1933. Colo. St. T.C.

2836. Carrico, John Edward. A study of the employment of married women teachers in the public schools. Master's, 1933. Texas.

2837. Chrestensen, C. Kay. The implied authority of teachers as determined by court decisions. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 349-50)

2838. Colvin, W. L. An investigation of the status of civics teachers in Louisiana high schools. Master's, 1933. Louisiana. 55 p. ms.

Studies tenure, sex, academic and professional training, and teaching combinations of subjects of teachers of civics in Louisiana high schools.

2839. **Cook, Allen.** A study of the summer activities of the Nebraska teachers of vocational agriculture. Master's, 1933. Colo. Agr. Coll.

2840. **Crosby, J. Grisdale.** Minimum degree of the factors affecting the success of teachers. Master's, 1932. Wash. St. Coll. 71 p. ms.

2841. **Davis, H. M.** The Minnesota system of State high-school examinations as an instrument for judging the work of teachers. Doctor's, 1933. T.C., Col. Univ.

Relates the official standards set up in Minnesota for the experience, tenure, training and salary of teachers with the assumption that the quality of instruction offered by teachers is being measured by the State board tests.

2842. **Dehner, Angela.** A study of teacher absence. Master's, 1932. Cincinnati.

2843. **Elce, Georgia A.** The present professional and personal status of one-room rural-school teachers of South Dakota. Master's, 1933. Chicago. 119 p. ms.

Studies the one-room rural teachers of 13 organized counties which are believed to be geographically representative of the 68 counties of South Dakota.

2844. **Emrick, Clarence Nelvin.** Subject combinations of Kentucky high-school teachers. Master's, 1932. West. Ky. St. T.C.

2845. **Engleman, Edward U.** An analysis of errors in English made by teachers on various levels. Master's, 1932. Ind. St. T.C. 84 p. (Abstract in: Indiana State teachers college. Teachers college journal, 4: 284-85, July 1933)

Attempts to determine what errors made by teachers occur with the greatest frequency, to analyze and classify the errors by general and specific types, and to compare the frequency of error of teachers on the various levels and in the various departmentalized subject fields.

2846. **Frei, Clark.** Teacher personnel factors in the Alpine consolidated school district in recent years, 1929-30, 1932-33. Master's, 1933. Brigham Young. ms.

2847. **Fuller, John J.** A pragmatic approach to the appraisal of teaching. Master's, 1933. Ohio. 312 p. ms.

Studies of the nature, discovery and appraisal of effective teaching from the point of view of experimental philosophy.

2848. **Garrett, Delia.** A comparative study of the status of the teachers of vocational and non-vocational home economics in certain high schools of South Dakota. Master's, 1933. Nebraska.

2849. **German, Flossie Evelyn.** Qualifications of teachers of gifted children. Master's, 1933. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1933: 27)

Determines the qualifications of teachers of gifted children as shown by state legislation, teacher training curricula, and reports of school boards and superintendents.

2850. **Giffey, Bertha.** The professional status of the first-grade teacher in the Chicago public schools June 1931-June 1932. Master's, 1933. Northwestern. ms.

2851. **Griffin, N. D.** The professional status of secondary school teachers in Oklahoma, 1931. Master's, 1932. Okla. A. and M. Coll. 45 p. ms.

2852. **Heer, Theodore Otto.** A study of directed travel courses for teachers. Master's, 1933. Colo. St. T.C.

2853. Herda, Francis J. Some aspects of problem of relative instructional efficiency of men and women teachers in secondary schools of Minnesota. Master's, 1933. Minnesota. 96 p. ms.

2854. Hyde, Anna Baxter. The status of elementary school teachers in Oklahoma, 1931. Master's, 1933. Okla. A. & M. Coll. 78 p. ms.

2855. Johnson, Vivian H. A study of the successful techniques used in preventing teacher failures. Master's, 1933. Washington. 140 p. ms.

Analyzes 91 case studies of outstanding teachers who were at one time failures, to discover the techniques which were successful in preventing failure and conducive to improvement.

2856. Lafay, Theresa. A survey of the teachers of the Albany schools. Master's, 1933. N.Y. St. Coll. for Teach.

2857. Linton, John H. The absences of teachers in the public schools of Pittsburgh, Pennsylvania. Master's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress and bibliography of publications, 8: 347-48)

2858. Long, Merle Ewing. Community social relations of the teacher. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 85, October 1933)

2859. Marble, David P. The status of physics teachers in the accredited North central high schools of Michigan. Master's, 1933. Michigan. 72 p. ms.

2860. Maves, Vivien W. Teacher status in the 58 high schools of Iowa offering less than four years' high-school work for the school year 1930-31. Master's, 1932. Michigan. 91 p. (Abstract in: University of Michigan. Abstracts of dissertations and theses in education, 1931-32. Monograph no. 2: 76-77)

2861. Miller, Fred Harold. A comparative study of the college preparation of teachers in the accredited public high schools in Illinois outside of Chicago, including only schools employing less than 21 teachers, covering the periods of 1931-32 and 1932-33. Master's, 1933. Illinois.

2862. Bidley, Walter N. Teaching efficiency—its relationship to professional training. Master's, 1933. Howard. 44 p. ms.

Investigates the relationship of the amount of professional training of 52 elementary and high-school teachers in summer session of Howard university 1932 to their teaching efficiency as measured by tests and scales.

2863. Shepard, Ralph C. The union movement among teachers of the United States, 1930-1933. Master's, 1933. Michigan. 73 p. ms.

2864. Stapp, M. C. A study of the high-school mathematics teachers of Mississippi. Master's, 1933. Peabody. 96 p. ms.

2865. Stilwell, C. Favour. The limitations of the quantitative technique in teaching and a suggested technique for the qualitative. Doctor's, 1932. Cincinnati.

2866. Swedine, Elmer. The relations of subject combinations taught to the majors and minors of University of Washington graduates teaching in the State during 1929-1930. Master's, 1933. Washington. ms.

2867. Thornton, Frank Joseph. Value of a school teacher in one town on a school committee in another town. Master's, 1933. Boston Univ. 61 p. ms.

2868. West, Herbert N. Qualifications of a good teacher. Master's, 1933. Wittenberg. ms.

2869. Westover, Clayton B. A study of the organization, objectives, and activities of teachers' associations and meetings in California. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 91, October 1933)

2870. Wilson, Henry. Teacher personnel study in San Diego county, California. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 88, October 1933)

2871. Wright, Anne. A critical analysis of current practices in faculty meetings in certain typical schools of Philadelphia. Master's, 1932. Temple. 52 p. ms.

Data indicate enthusiasm for and interest in faculty meetings decreases proportionately to increase in teacher experience.

2872. Young, Harry Fox. Sabbatical leave for public-school teachers in the United States. Doctor's, 1932. Cincinnati.

TEACHERS—APPOINTMENT AND TENURE

2873. Barsotti, Henry F. A study of teacher tenure. Master's, 1932. Stanford. 208 p. ms.

2874. Bazell, Maud Scott. Problems and procedures involved in getting a teaching position. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 81, October 1933)

2875. Boller, Allen T. An analysis of industrial arts teacher tenure in the State of Iowa from 1921 to 1931. Master's, 1933. Iowa St. Coll. 46 p. ms.

Finds that industrial arts teacher tenure is longer if the teacher is not a coach, principal or superintendent.

2876. Brown, Marion Hubert. Some factors causing teacher turnover in schools of the United States. Master's, 1933. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1933: 11)

2877. Chamberlain, Leo M. and Meece, L. E. The graduate of the college of education and the depression. Lexington, University of Kentucky, 1933. 88 p. (Bulletin of the bureau of school service, vol. 6, no. 1, September 1933)

Discusses the success of the graduate in obtaining a teaching position; factors associated with success or nonsuccess in obtaining a teaching position; salaries, the relation between the program of study and the type of teaching position.

2878. Illinois. University. Sources of new teachers in accredited public high schools outside of the city of Chicago, 1932-33, Walter S. Monroe, compiler. Urbana, 1933. 2 p. ms.

2879. Massey, Walter Blake. Teacher turnover in the rural high schools of Arkansas. Master's, 1933. Peabody. 75 p. ms.

2880. Peek, Alvin Sperry. Policies of county boards of education in employing new teachers. Master's, 1933. Peabody.

2881. Reed, Rufus D. Turnover of science teachers in the junior and senior high schools of New Jersey. Montclair, N.J., State teachers college, 1933. 2 p. ms.

Studies the change in science teachers for the period 1929-1932. During that period there was an increase of 18 percent for senior high school and 92 percent for junior high school science teachers.

2882. Rice, Merton Norman. Teacher turnover in the elementary and high schools of Ventura county. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 87, October 1933)

2883. Sankel, Hyman. The requirements for the position of public elementary school teacher in New York City, 1898-1932. Master's, 1933. Coll. of the City of N.Y. 175 p. ms.

2884. Schultz, Jacob S. A teacher guidance program with special reference to placement. Doctor's, 1932. Cincinnati.

2885. Simpson, Ruby Lee. Trends in tenure of service, mobility, salary and training of vocational home economics teachers in Alabama. Master's, 1933. Iowa St. Coll.

2886. Strong, Frederick W. A study of the changes in the teaching personnel of the rural areas of New York State during the decade 1922-1931. Master's, 1933. Cornell. 127 p. ms.

2887. Wafer, Barbara. A study of teacher tenure in practice. Master's, 1933. Washington. 98 p. ms.

TEACHERS—CERTIFICATION

2888. Anderson, Carl L. Certification of industrial arts teachers. Master's, 1932. Ohio. 63 p. ms.

2889. Ashby, James L. Status of the certification of commercial teachers in the United States. Master's, 1932. West. Ky. St. T.C.

2890. Bachman, Frank P. Education and certification of elementary teachers. Nashville, Tenn., George Peabody college for teachers, 1933. 225 p. (Field studies no. 5)

Discusses the present status of elementary school teaching, certification requirements, differentiated curricula, length of curricula, instructional materials and time allotments, types of teachers colleges, liberal-cultural, and technical education of elementary school teachers, suggested curricula, and certification of elementary teachers.

2891. Bourns, Otis T. The certification of high-school teachers in the United States with special reference to Oklahoma. Master's, 1933. Okla. A. & M. Coll. 73 p. ms.

2892. *Brodie, Elbridge C. A study of teacher certification in Texas. Doctor's, 1932. New York. 171 p. ms.

Describes the history of certification in Texas; validation of certification principles; present certification practices; and discusses a proposed certification plan for Texas.

2893. Dougherty, Vivian C. State certification requirements for industrial arts teachers of the United States. Master's, 1933. Indiana.

2894. Fuller, Emery B. State requirements for certification of teachers of industrial education. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 371-72)

2895. Hansbrough, Lewis Daniel. The history of the certification of teachers in Arkansas. Master's, 1933. Chicago. 105 p. ms.

Studies all agencies, requirements, rules, and regulations for issuing certificates to teachers from Statehood to 1933.

2896. *Knight, Marion E. The certification qualifications of directed teaching applicants of West Virginia university. Master's, 1933. West Virginia. 111 p. ms.

Attempts to determine the extent to which directed teaching applicants are meeting certification standards at the time of enrollment for directed teaching.

2897. Matthew, Harry Virgil. A history of the certification of teachers in Oregon, 1849-1932. Doctor's, 1933. Oregon. 175 p. ms.

2898. Merritt, Edgar Columbus. History of teacher certification in Alabama. Master's, 1932. Alabama. 89 p. ms.

2899. O'Donnell, John C. A study of life certificates since 1900 and their justification. Master's, 1933. N.Y. St. Coll. for Teach.

2900. Pawelek, S. J. Certification of industrial teachers. Master's, 1933. Minnesota. 100 p. ms.

Finds great variation in certification requirements among states, and that only 19 states require a college degree.

TEACHERS—PENSIONS AND RETIREMENT

2901. Alcorn, Omar Dale. A study of the adequacy of the Illinois State teachers pension and retirement system. Master's, 1933. Illinois.

2902. Lawson, Anna E. Development and provisions of the teachers' retirement system of the City of New York. Master's, 1933. Coll. of the City of N.Y. 154 p. ms.

2903. Thornton, Melbra. Primer on group insurance for teachers. Master's, 1933. Ohio. 66 p. ms.

Finds that policy forms vary to meet the need of the insuring organization, but that in general the provisions are the same; that they tend toward complete coverage and liberal interpretation of policy features; and that mass insurance is being written on all life forms.

TEACHERS—RATING

2904. Barker, M. Elizabeth. Relation of personality adjustments of teachers to their efficiency in teaching. Doctor's, 1933. T.C., Col. Univ.

Attempts to develop methods and techniques for discovering personality adjustments of teachers; to eliminate subjective elements in the collection of personality data; and to study the relationship between personality adjustments and efficiency in teaching. Data were secured by means of personal interviews with the subjects, and from case studies.

2905. Brown, Mary Stansbury. Objective rating of teachers in terms of pupil growth. Doctor's, 1933. Johns Hopkins.

Attempts to determine the relationship existing between supervisory judgment as checked on a common check list while visiting a teacher and growth in knowledge on the part of the students. Teachers earning the highest rank from the supervisors did not show the greatest growth in knowledge on the part of their pupils. The points that supervisors watch are not the factors which promote growth in knowledge of pupils.

2906. Foster, Velma W. Ten cases of teacher failure. Master's, 1933. Michigan. 127 p. ms.

2907. Greene, Harry W. A comparison of student ratings, administrative ratings, ratings by colleagues, and relative salaries as criteria of teaching excellence. Institute, West Virginia State college, 1933. 32 p. (Department of education. Contribution no. 5)

Attempts to discover the extent to which 162 college students of junior and senior rank can judge the teaching ability of their instructors as compared with the ratings of the same instructors according to other criteria.

2908. Johnson, Carl E. The validity of certain measures of teaching ability. Doctor's, 1932. Wisconsin.

2909. Law, Reuben Deem. Personnel records of teachers: a survey of present practice and a proposed set of forms for more adequate personnel record keeping. Master's, 1933. Utah St. Agr. Coll.

2910. Lyon, Vergil E. The validity of certain tests of teaching ability. Doctor's, 1932. Wisconsin.

2911. Markert, Marlow A. Teacher opinion as a factor in the development of pupil attitude. Master's, 1933. Washington Univ. 52 p. ms.

2912. Masters, Harry V. and Upshall, C. C. What is the meaning of the subjective terms used in rating teachers? Bellingham, Washington State normal school, 1932. 21 p. ms. (Bureau of research studies, no. 30)

Analyzes the terms used on the report cards received for the 68 teachers who were granted life diplomas in June, 1932 and for the 85 denied life diplomas in June and August, 1932.

2913. Ordan, Harry. An integrative survey of the criteria for the rating of teachers and the improvement of teachers in service. Master's, 1933. Coll. of the City of N.Y. 35 p. ms.

2914. Powell, Ellis Clark. Measurement of teaching success. Master's, 1933. Wisconsin.

2915. Price, William F. The relationship between certain measures of teaching ability and teaching success. Master's, 1933. Wisconsin.

2916. Slupsky, Harry. Children's agreement on statements describing the traits of good teachers. Master's, 1933. Coll. of the City of N.Y. 48 p. ms.

Attempts to determine exactly what children understand by the terms "fair", "kind", "humorous", etc., when applied to teachers. Seventh and eighth grade pupils were tested by means of a questionnaire on 10 traits most commonly used to characterize teachers.

2917. Walvord, Anthony C. The validity of certain scales employed in the measurement of teaching efficiency. Doctor's, 1932. Wisconsin.

TEACHERS—SALARIES

2918. Campbell, Elizabeth. The compensation of county elementary teachers and county officials. Master's, 1933. Peabody. 48 p. ms.

Attempts to determine the influence that educational qualifications, age, and tenure had on the relative salaries of county elementary teachers and county officials in 1931-32.

2919. Ellis, Walter Crosby. Teachers' salaries and the cost of living. Stanford University, Calif., Stanford university press, 1933. 94 p. (School economy series)

Discusses the cost of living; weights used in the construction of the index number; lag in decrease of price of board; lag in salary increases; variation of the index number in different localities; increased burden on teachers as a result of the depression; adequacy of the 1913 salary level; and higher standards of preparation of teachers since 1913.

2920. Hawk, Raymond F. Trend of salaries for normal school graduates over a period of the last four years, 1929-1932, inclusive. Cheney, Washington State Normal School, 1933. 5 p. ms.

2921. Jernigan, Joseph E. The relation between salary and experience, tenure, and preparation for teachers in a selected group of accredited public

high schools in Alabama for the year ending June, 1930. Master's, 1932. Alabama. 48 p. ms.

2922. Moon, Leland Wills. Teachers' salary schedules in certain counties of Florida. Master's, 1933. Florida. 101 p. ms.

2923. Nicholas, Albert. Salaries in the accredited public high schools of Illinois, school year 1932-33. Urbana, University of Illinois, 1933. 24 p. (University of Illinois bulletin, 30, no. 23)

Depicts the salary situation in the accredited public high schools of Illinois, exclusive of Chicago, for the year 1932-33, by enrollment groups and by geographic divisions.

2924. Parker, Charles S. Rate of advance of Cincinnati public-school teachers under the present salary schedule. Master's, 1932. Cincinnati.

2925. Spear, Ray Wilbur. Problems in studies of teachers' salaries with illustrations from studies in the Buffalo situation, 1926-1928. Master's, 1932. Buffalo.

2926. Turner, Marion B. Effect of the depression on salaries, teaching load and curricula. Master's, 1933. South. Methodist. 61 p. ms.

TEACHERS—SUPPLY AND DEMAND

2927. Betts, Gilbert Lee. Supply and demand concomitants of teacher tenure laws, 1930-31. Doctor's, 1933. Stanford. (Abstract in: Stanford university. Abstracts of dissertations for the degrees of doctor of philosophy and doctor of education, 1932-33. Fifth series, no. 158, p. 172-75)

2928. Bilyeu, Robert I. The distribution of Oklahoma agricultural and mechanical college trained teachers in Oklahoma schools. Master's, 1933. Okla. A. & M. Coll. 22 p. ms.

2929. *Cheek, William Virgil. The demand for and supply of teachers of commercial subjects in the public high schools of Missouri for the school year of 1931-1932. Doctor's, 1932. New York. 181 p. ms.

Data were collected from the Missouri State teacher training institutions, the Missouri State department of education, and from commercial teachers in the white public high schools.

2930. *Elliott, Eugene B. A study of the supply of and the demand for teachers in Michigan. Doctor's, 1933. Michigan. Lansing, Michigan education association, 1933. 247 p. (Michigan education association. Bulletin no. 26)

Forecasts the 1940 field demand for teachers based on the major social and economic factors of growth in Michigan.

2931. *Shaffer, Roy Lee. The demand for teachers in New Jersey and their supply. Doctor's, 1933. New York. 106 p. ms.

Finds that there is an over-supply of elementary teachers in New Jersey.

COLLEGE PROFESSORS AND INSTRUCTORS

2932. *Ankenbrand, W. W. and De Lancey, Blaine M. The facilities of liberal arts colleges and teachers' colleges. A comparative study of the social-economic and educational backgrounds of the teachers in endowed liberal arts colleges, state teachers' colleges, and state normal schools. Doctor's, 1932. New York. 264 p. ms.

Discusses the social status of teachers, their educational preparation and teaching experience, their economic status, and the critic teacher in the teachers' colleges and normal schools.

2933. Boothe, Viva. Salaries and the cost of living in 27-state universities and colleges, 1913-1932. Columbus, Ohio State university press, 1932. 158 p.

2934. *Byram, Harold Moore. Some problems in the provision of professional education for college teachers. Doctor's, 1933. T. C., Col. Univ. New York city, Teachers college, Columbia university, 1933. 211 p. (Contributions to education, no. 576)

Examines critically current assumptions and principles regarding professional education for college teaching; analyzes and studies the problems of college instruction which are or should be met by college teachers; studies the past development and present status of courses in education for college teachers and administrators to determine their character and influence in providing professional education for college teachers; determines the extent, character, and influence of other types of professional education provided for college teaching in graduate schools and that provided in colleges and universities for new recruits in teaching during the first year; and develops guiding principles for the planning of programs for the professional education of college teachers.

2935. Crounse, Harold M. A survey of the faculties of New York State teacher training institutions. Master's, 1933. N. Y. St. Col. for Teach.

2936. Gray, Hob. The improvement of college teaching. Austin, University of Texas, 1933.

2937. Reeves, Floyd W., Henry, Nelson B. and others. The university faculty. Chicago, Ill., University of Chicago press, 1933. 326 p. (University of Chicago survey, vol. 3)

Studies the quality and welfare of the teaching staff, service load of the teaching staff, and some aspects of university research activities.

2938. St. Sure, John E. A survey of the preparation of certain prospective teachers in state universities. Master's, 1933. Alabama. 249 p. ms.

2939. Scroggs, Schiller. A survey of proposed units for measuring service loads in institutions of higher learning. Stillwater, Oklahoma agricultural and mechanical college, 1932. 24 p. (Bulletin, vol. 29, no. 10)

Describes a study made of the 22 service load units that were in actual use or had been proposed. It was found that no accepted single unit has been devised; and that three parallel systems of units are in common use, namely: teaching-hours, student-clock-hours or student-credit-hours, and clock-hours (for non-instructional load only).

2940. Toothman, Harry F. The academic dean of the liberal arts college. Doctor's, 1932. Cincinnati.

2941. Turner, James Walter. Comparative tenure of university deans and city school superintendents. Master's, 1933. Peabody. 46 p. ms.

2942. Umstattd, J. G. Supply and demand of college teachers. Minneapolis, University of Minnesota press, 1933. 48 p.

ADMINISTRATION OF SCHOOLS

2943. Almack, John C., ed. Modern school administration, its problems and progress. Boston, Mass., Houghton Mifflin co., 1933. 382 p. (Stanford university)

Contents: (1) Superintendent and the board of education, by George D. Strayer; (2) School finances and business management, by Ward G. Reeder; (3) Recent changes and current problems in personnel administration, by William G. Carr; (4) School properties and schoolhouse construction, by Andrew P. Hill and Charles W. Burch; (5) Organizing and administrative work of the school principal, by Worth McClure; (6) Curriculum construction and revision, by John K. Norton; (7) Supervision of instruction, by George C. Kyte; (8) School survey movement, by Jesse B. Sears; (9) Interpreting the schools to the public, by J. E. Morgan; (10) State and county school administration, by Frank P. Graves; (11) Education becomes a profession, by Marvin S. Darsie; (12) Ellwood Patterson Cubberley—a biographical sketch, by Harold R. Benjamin.

2944. Andrews, John H. The distribution, organization and administration of the schools of Noble county. Master's, 1932. Okla. A. and M. Coll. 68 p.

2945. Beattie, Alfred W. Problems of high-school administration. Doctor's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 8: 30-37)

Attempts to determine whether there are recurring problems of high-school administration, to locate them by analysis of educational writings, and to determine who assumes the initial responsibility for the solution of each problem. A total of 163 problems were accepted as problems of high-school administration.

2946. Bernard, Harold W. Policy in publicity for secondary school administrators. Master's, 1933. Stanford. 101 p. ms.

2947. Bersage, Edwin L. The distribution of administrative duties in South Dakota high schools. Master's, 1933. South Dakota. 63 p. ms.

2948. Breed, Frederick S. Classroom organization and management. Yonkers-on-Hudson, N.Y., World book company, 1933. 472 p. (Measurement and adjustment series) (University of Chicago)

Aims to help teachers solve perplexing classroom problems, and to give school supervisors a critical background and scientific results on classroom management. Discusses the nature and uses of standard tests; the technique of testing; miscellaneous grouping of pupils; homogeneous grouping; individual system of instruction; organizing supervised study; class size; plans of promoting pupils; constructing the curriculum; extracurricular activities; class schedules; constructing new-type examinations; assignment of marks; school bookkeeping; organizing routine activities; and the reconstruction of pupils behavior.

2949. Brown, Earl Travis. Preparation and duties of science department heads in senior high schools of California. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 82, October 1933)

2950. Burner, P. E., Monroe, H. L., and Rademacher, L. E. The academic and professional training of administrative heads of accredited public high schools in Illinois outside of Chicago. Urbana, University of Illinois, 1933. 7 p. ms.

2951. Carmichael, Jacob A. An experimental study of the value of home work. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 82, October 1933)

2952. Chumbley, Mary Turner. Classroom problems of beginning and experienced teachers. Master's, 1933. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1933: 15-16)

2953. Conn, Singleton Price. The all-year school. Master's, 1933. Texas.

2954. Cox, Granville Claude. The status of the daily program for the small high school as revealed through a study of the present schedules in the State of Virginia. Master's, 1933. Duke.

2955. Davis, Lizzie A. Recent changes in the program of studies of Illinois public high schools (exclusive of Chicago high schools). Urbana, University of Illinois, 1933. 7 p. ms.

2956. Deerwester, Leo. A study of the length of class periods, the number of periods per day, and the number of days which schools were in session during the year. Urbana, University of Illinois, 1933. 3 p. ms.

2957. Deisenroth, Jarius. Policies and practices of daily newspapers in relation to school publicity. Master's, 1933. Cincinnati.

2958. Dishnow, Jay Victor. The status of the high-school boys' adviser in Pacific coast cities of over 250,000 population. Master's, 1933. Washington. 75 p. ms.

Studies the training, experience, duties, remuneration, tenure, and policies of the high-school boys' adviser in Seattle, Portland, Oakland, San Francisco, and Los Angeles, and finds that more than half of the schools have no adviser.

2959. Donnelly, C. V. Pupil participation in school control. Master's, 1932. South. Methodist.

2960. *Dudley, L. Leland. The school and the community. A study of local control in the public schools of Massachusetts. Doctor's, 1932. Harvard. Cambridge, Harvard university press, 1933. 176 p. (Harvard studies in education, vol. 22)

Discusses local unit for school administration; local organization and administration; school committee, legal basis and personnel, organization and methods; superintendent of schools; fiscal control of local schools; other relationships to local government; and the basis for public interest and support.

2961. Dye, Helen C. An analysis of the problems of an English department head. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 83, October 1933)

2962. Elwell, Albert B. Study of administrative and supervisory certificates in the United States. Master's, 1933. Wyoming.

2963. Hansen, Herbert. Interpreting the school to the community. Master's, 1933. Washington. 112 p. ms.

Studies methods of school publicity in second class school districts of the State of Washington, and finds that due to present economic conditions more attention than ever before is being paid to the question of interpreting the school to the community. All possible devices are being used, among the most successful being the small town newspaper.

2964. Harriss, Elbert E. Organization of citizens' committees and their influence on educational policies. Master's, 1933. Northwestern. ms.

2965. Harvill, John Bowman. The independent school district in Texas. Master's, 1933. South. Methodist. 126 p. ms.

Studies the legal provisions for the organization and control of independent school districts from the beginning of Texas schools until 1933.

2966. Haisner, Harry Fred. The selection of school administrators. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 84, October 1933)

2967. Holy, T. C. A comparison of school plant insurance premiums and reported school fire losses in Ohio cities and counties for 1930, 1931, and 1932. Columbus, Ohio State university, 1933. 10 p. ms.

2968. Homet, Elizabeth. A study of distribution of time in the daily schedules of students of Northfield seminary. Master's, 1933. Cornell. 75 p. ms.

Studies the budgeting of time of students of Northfield seminary and compares the results with those of other studies made in private and public secondary schools.

2969. Hurley, L. L. Nature and trend of retrenchments affecting instruction in Ohio secondary schools, 1929-1933. Master's, 1933. Ohio. 118 p. ms.

Analyzes reported practices from 42 city, 18 exempted village, and 98 county district schools, and reveals trends toward shortened school year, larger classes, elimination of courses and extracurricular activities, reductions in expenditures for teachers' salaries and instructional aids. The greatest retrenchments were in teachers' salaries and shortened school term. Elimination of courses indicate a trend toward the narrow curriculum of former years.

2970. Illinois. University. An investigation of the program of studies in actual use in 569 accredited public high schools of Illinois outside of Chicago. Urbana, 1933. 21 p. ms.

2971. Irons, H. S. An evaluation of the 12-month plan in the Ambridge junior and vocational high schools. Master's, 1933. Ohio. 166 p. ms.

Analyzes pupil health, attendance, withdrawal and achievement with teacher reactions and peculiar problems of the 4-quarter, 12-month plan in operation in Ambridge, Pa. The problem of overcrowded buildings was solved. Pupil health, attendance, withdrawal and scholastic achievement were improved and per pupil costs were reduced to a marked degree. Teacher reactions were favorable.

2972. Jeffers, Thomas E. The composition of district high school boards of education in West Virginia. Master's, 1932. Cincinnati.

2973. Jensen, Maybel Viola. Procedures used in lesson planning. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 84, October 1933)

2974. Knotts, Zelotes Rufus. Trends toward centralization of school control and support in West Virginia. Master's, 1933. Duke.

2975. Knowles, J. C. The courts and public-school districts. Master's, 1933. West Texas St. T.C. 140 p. ms.

2976. Kratt, William. Uniform programs of study for the small high schools in the Northwest. Master's, 1933. Oregon. 108 p. ms.

2977. Lee, Charles Vernet. Public school liability of the State of Washington. Master's, 1933. Washington. ms.

2978. Luchsinger, George. School lands in North Dakota, South Dakota and Montana. Master's, 1933. North Dakota.

2979. Lucy, Otto C. Publicity practices in 12 Oklahoma cities during the fiscal year 1929-30. Master's, 1932. Okla. A. and M. Coll. 34 p. ms.

2980. McClendon, LeRoy. The common school district in Texas. Master's, 1932. South. Methodist.

2981. McCoy, John Howard. Educational news in the Los Angeles press. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 90, October 1933)

2982. Manley, Mark P. The school museum. Master's, 1932. Ala. Poly. Inst.

2983. Mansperger, Dale E. The pupil-personnel organization. Master's, 1933. Ohio. 263 p. ms.

Finds that a pupil-personnel organization is adaptable to any industrial arts laboratory, but it need not be confined to an industrial arts or laboratory class.

2984. Martin, Gilbert David. Guiding principles governing adjustment of subject matter to individual differences. Master's, 1932. Virginia.

2985. *Merrill, J. Vey. Public-school publicity. Master's, 1933. Boston Univ. 116 p. ms.

Discusses what the public wants to know about schools, the information it is getting, and types and ways of giving publicity to the schools.

2986. Mitchell, Roy F. Standards for city school systems. Master's, 1933. Stanford. 76 p. ms.

2987. Oman, Clinton Howard. The development of school nursing and the work of the school nurse in cities of the first and second class in Kansas.

Master's, 1933. Colorado. (Abstract in: University of Colorado studies. Abstract of theses for higher degrees, 1933: 61)

Attempts to learn the practices and procedures followed in the employment of school nurses in first and second class cities in Kansas, and the effect of the work of school nurses on retardation, attendance, general health, control of epidemics, remedial results, morale, home cooperation, and the building up of health habits and practices.

2988. Opland, Alfred J. Auxiliary agencies as affecting school property insurance. Master's, 1933. North Dakota.

2989. Park, William Clare. An investigation as to the feasibility and possible advantages of the 6-6 plan in the small school system. Master's, 1933. Colo. St. T.C.

2990. Perritte, S. V. Legal functions of county school boards in Texas. Master's, 1932. South. Methodist.

2991. Persons, Ralph Clarke. Corporation schools in the United States. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 86, October 1933)

2992. Phillips, Evans J. A self survey check list and standards for the administration of the junior high school. Master's, 1933. Utah St. Agr. Coll.

2993. Pifer, Harry Charles. The status of the heads of English departments in secondary schools. Master's, 1932. Northwestern.

2994. Pounds, Joseph Frank. The social composition and tenure of boards of education in Jefferson county, Pennsylvania. Master's, 1933. Pittsburgh. (Abstract in University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 434-35)

2995. Puckett, Roswell C. Difficulties in making a high-school schedule of recitations. Doctor's, 1933. Iowa. (Abstract in: University of Iowa studies, new series no. 269. Series on aims and progress of research, no. 43. 1 p.)

Attempts to determine the difficulties encountered in making a schedule of recitations for high schools with fewer than 500 enrollments, and to determine the effect upon these difficulties of such factors as: size of school, number of sections of a subject, wide variation in elections of pupils, number of subjects elected by specific pupils, irregularity of individual elections, and length of period for double period subjects.

2996. Quackenbush, Dorothy Hannah. The technique of making assignments. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 90, October 1933)

2997. Reidy, David W. School publicity in small communities. Master's, 1932. Stanford. ms.

2998. Rice, George A., Conrad, Clinton C. and Fleming, Paul. The administration of public high schools through their personnel. New York City, Macmillan company, 1933. 723 p. (University of California)

Discusses the purposes of administration; organization of secondary education; status of the high-school faculty; administration of the smaller high school; the principal, vice-principal, dean of girls, heads of departments, teachers, librarian, director of health education and service, noncertificated employees; and the students' share in administration.

2999. Schrammel, H. E. The effect of the size of a school's enrollment on achievement. Teaching, 11: 3-8, December 1932. (Kansas State teachers college of Emporia)

Data, based on scores from the January and April, 1932, Every pupil testing program, indicate that larger schools, according to enrollment excel in achievement as measured by these tests.

3000. Sieglaff, Harold E. The county board of commissioners in South Dakota. Master's, 1932. South Dakota.

3001. Smart, Noble Carleton. The organization and costs of education in Collin county. Master's, 1933. South. Methodist. 146 p. ms.

3002. Stemple, F. W. A study of features of local and county control of education in West Virginia and surrounding states. Morgantown, West Virginia university, 1933. ms.

3003. Stevenson, Fred G. The house organ in school administration. Doctor's, 1932. Michigan. 331 p. ms. (Abstract in: University of Michigan. School of education bulletin, 4: 56-57, January 1933)

Studies the periodical bulletins, magazines, or newspapers issued primarily for teachers and other employees of the school system.

3004. Stimson, Joseph A. Agencies and topics of school interpretation in Florida. Master's, 1933. Peabody. 160 p. ms.

Finds newspapers, parent-teacher association meetings, school assemblies, and school papers the chief instruments used for acquainting parents with the progress of the schools.

3005. Strang, Ruth. Problems of adolescents which come to deans. Junior-senior high school clearing house, 7: 29-34, September 1932. (Teachers college, Columbia university)

3006. Talbert, Wilford Ebenezer. The administration of public education in California. Doctor's, 1933. Stanford. (Abstract in: Stanford university. Abstracts of dissertations for the degrees of doctor of philosophy and doctor of education, 1932-33. Fifth series, no. 158, p. 191-93)

Determines how a successful business man would manage the school system of California if he managed it as he does his own business.

3007. Thorne, Edmund Henry. An analysis of the written policies of boards of education maintaining high schools accredited by the University of Michigan. Master's, 1932. Michigan. 165 p.

3008. Trachsel, Charles W. The long period; its use and introduction. Master's, 1933. Oregon. ms.

3009. *Vandermeulen, Earl L. Preliminary organization for the opening of school under a supervising principal in New York State. Master's, 1933. Syracuse. 110 p. ms.

Shows how to organize a school so that pupils and teachers start regular classes on the first morning of the first day of school.

3010. Van Nordsall, Weir W. School board tenure and schooling and teachers certification as related to schooling efficiency. Master's, 1932. Kans.St.T.C., Pittsburg.

3011. Wallrabenstein, Roy. A case study of the liability of school authorities for personal injury to pupil. Master's, 1933. West Texas St.T.C. 180 p. ms.

3012. Werner, William Felix. A manual of methods for the prevention and treatment of school discipline problems. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 88, October 1933)

3013. Wheatley, Logan Wardlaw. The effect upon elementary school districts of the use of the high-school district as the unit of educational administration. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 88, October 1933)

3014. Whitehead, Elizabeth D. Three methods of collecting and recording teachers verbal direction. Master's, 1933. Michigan. 60 p. ms.

3015. Wilcox, Annir Roberts. Student participation in school government: an experiment at Bellaire, Texas. Master's, 1933. Texas.

3016. *Williammee, John Tilden, jr. A vocabulary for a first course in educational administration. Master's, 1933. Penn. State. 71 p. ms.

Ascertains by inventory, a vocabulary of administrative concepts for the beginning public school administrator, determines the administrative meaning of these words, and provides vocabulary tests for a first course in public school administration.

3017. Williams, Omer S. Administrative changes in practice affecting the teaching staff during the first 3 years of an economic depression (1930-1933). Master's, 1933. Northwestern. ms.

3018. Williamson, Weaver. The reactions of high-school students to selected administrative problems. Master's, 1933. Cincinnati.

3019. *Witham, Ernest C. An index of holding power as a gross measure of the educational efficiency of large school units. Master's, 1933. New York. 80 p. ms.

Reviews the various methods of measuring state and county school systems. The value of the kindergarten as a social institution is measured statistically and the junior high school is evaluated.

3020. Zeiler, Edward J. The relationships of boards of education and common councils in Wisconsin. Master's, 1932. Chicago. 86 p. ms.

Attempts to discover what legal relationships exist between the board of education and the common council in the cities of Wisconsin, and what the trend has been in legislative enactments regarding these relationships. City charters, general charter laws and general school acts were studied.

3021. Zimmerman, Martha. Some respects in which 10 elementary public schools in New York City differ from one another in certain administrative procedures. Master's, 1933. Fordham. 69 p. ms.

EDUCATIONAL LAWS AND LEGISLATION

* 3022. Ackley, Clarence E. Constitutional limitations on legislation for the common school. Doctor's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 7-12)

3023. Allen, Hollis Partridge. A study of the control of education through freeholders charters of California cities and counties. Doctor's, 1933. Stanford. (Abstract in: Stanford university. Abstracts of dissertations for the degrees of doctor of philosophy and doctor of education, 1932-33. Fifth series, no. 158, p. 165-71)

Data indicate that the large amount of educational control appearing in charters leads one to doubt the existence of a unified State school system; that the control of education through charter is less sound and more inappropriate than control by the general law of the State; and that all charter provisions in regard to education could be eliminated without serious loss.

3024. Bach, Harold H. Legal responsibilities of boards of education in regard to school accidents. Master's, 1933. Ohio. 144 p. ms.

3025. Boynton, Samuel G. Important changes in common school legislation in Texas from 1915 to the present time. Master's, 1933. Texas.

3026. Coombs, Charles E., jr. The legal status of education in the State of Washington. Master's, 1933. Washington. 108 p. ms.

3027. *Doyle, Rev. John J. Education in recent constitutions and concordats. Doctor's, 1933. Catholic Univ. Washington, D.C., Catholic university of America, 1933. 139 p.

Discusses the development of state control of education; Catholic teaching in regard to the control of the school; the state as educator in non-Catholic thought; articles relating to education in recent constitutions and recent concordats.

3028. Edwards, Newton. The courts and the public schools, the legal basis of school organization and administration. Chicago, Ill., University of Chicago press, 1933. 591 p. (Social science studies, no. 28)

Discusses the school and the state; district organization and control; school districts and municipalities; school officers; legal authority of boards of education; school board procedure and records; contractual authority and liability of school boards; school money; school debt; acquisition and use of school property; contractor's bond; tort liability of school districts; personal liability of school officers; employment of teachers; dismissal of teachers; pensions and minimum wages; school attendance; rules and regulations of boards of education; and discipline and punishment of pupils.

3029. Fulton, Oliver Henry. Legal opinion on public education as a state function. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 372-73)

3030. George, Howard Wesley. A summary of the teacher certification laws in Oregon, 1899-1931. Master's, 1933. Stanford. (California quarterly of secondary education, 9: 93, October 1933)

3031. *George, Jennings Burton. The influence of court decisions in shaping school policies in Mississippi. Doctor's, 1932. Peabody. Nashville, Tenn., George Peabody college for teachers, 1932. 265 p. (Contribution to education, no. 113)

Discusses the power of the State to establish, control, and support a uniform system of free public schools; and laws covering the creation, alteration and dissolution of school districts; school property, school lands and their proceeds; school officers and teachers; organization and administration of the curriculum; and the administration and supervision of pupil personnel.

3032. Haack, Otto J. The place of the attorney general in Minnesota school law. Master's, 1933. North Dakota.

3033. Hargrove, Brooks Lynn. A textbook law for Kentucky. Master's, 1933. Kentucky. 102 p. ms.

3034. *Horwitz, Max. Legislation and legal status in the tax-supported high schools of the State of New York. Doctor's, 1932. New York. 237 p. ms.

Part 1: The legislative evolution of the public high schools of the State of New York; part 2, The judicial evolution of legal status in the public high schools of the State of New York

3035. Johnson, Wanda I. The legal concept of the teacher's contract. Master's 1933. Butler. 85 p. ms.

Finds that the teacher's contract does not differ from any simple contract in form; that various statutes give the school board the power of removal and dismissal; and that the contractual powers of the teacher include his right to compensation; remedial processes accessible to dismissed teachers, such as appeal, review by courts, action for damages, and mandamus for reinstatement.

3036. Johnston, Ernest Milton. The legal determination of the lowest bidder in public school contracts. Master's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress and bibliography of publications, 8: 341-42)

3037. Kimel, Chester L. The operation of the Sumner county high-school law. Master's, 1933. Kansas. 65 p. ms.
Describes a financial study of the high-school districts of Sumner county, Kans., for a 12-year period, showing the inequality of the tax burden.
3038. Kostenbader, Kenneth E. Legislative provisions for the administration and financing of public education in Colorado. Master's, 1933. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1933: 46)
- ✓ 3039. Lynch, Thomas Charles. Tort liability of the American public school. Master's, 1933. Washington. 114 p. ms.
Discusses the legal status of the public school corporation, the legal liability of the municipality, the school corporation, the officers, administrators, teachers and employees for their torts.
3040. Martin, William H. The legal status of vaccination in 48 states and the District of Columbia. Master's, 1933. Ohio. 89 p.
Reviews school codes and judicial decisions on vaccination, and finds that 18 states and the District of Columbia make special provisions for vaccination.
3041. Meeker, Melvin. California initiative school tax amendment of November, 1932. Master's, 1933. Claremont. (California quarterly of secondary education, 9: 80, October 1933)
3042. Odgers, George Allen. Educational legislation in Hawaii, 1845-1892. Master's, 1932. Hawaii.
- ✓ 3043. Reardon, Raymond Francis. Legal responsibilities of the public-school teacher in the performance of curricular and extracurricular duties. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 87, October 1933)
3044. Richey, Donald James. The legal status of education for colored people as determined by court decisions. Master's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 8: 362-63)
3045. Ruth, Helen L. Legal foundations for establishment, maintenance and administration of public school libraries. Master's, 1932. Temple. 206 p. ms.
Analyzes, classifies and tabulates the laws that have been made and passed for the establishment, maintenance, administration and standardization of school libraries, and notes their effectiveness as reflected in the development and progress of school libraries in each state. Every state except Georgia has a law pertaining to school libraries.
3046. Seyfried, John Edward. Analysis and evaluation of New Mexico State school laws. Albuquerque, University of New Mexico press, 1932. 87 p. (University of New Mexico bulletin, whole no. 218. Education series, vol. 6, no. 2)
Discusses the New Mexico State constitution; the State school code, 1931; and makes general recommendations on needed legislation for free textbooks and school supplies, salary schedules, tenure and pensions for teachers, control of school buildings, training of teachers in service, incorrigibles, defectives, and delinquents, and presents the order of inaugurating the recommended reforms.
3047. Shreve, John Clyde. A study of legal restrictions governing boards of education in the purchase of school supplies and equipment. Doctor's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 8: 214-18)
Data indicate lack of uniformity among the various states in the statutory provisions for the purchase of school supplies; the statutes are fairly uniform in requiring boards of

education to prepare itemized budgets of receipts and expenditures for the ensuing fiscal year.

3048. Smith, Ralph Hewitt. Legal basis of educational control; a study of centralization. Doctor's, 1933. Kansas. 171 p. ms.

Investigates the control factors of education in the United States through the legal bases for appointive powers, ordinance powers and certain major legal mechanisms, and concludes that appointive power, an indication of centralization, has been definitely increased.

3049. Smith, Rosa L. Idaho supreme court decisions on school problems. Master's, 1933. Washington. 100 p. ms.

3050. Stephenson, M. Albessa. A study of the compulsory school law of Texas. Master's, 1933. West Texas St. T.C. 175 p. ms.

3051. Stout, John E. Extra legal control over school policies. Educational trends, May 1933. (Northwestern university)

3052. Tetzlaff, Lamb Otto. The legal status of ventilation in the various states. Master's, 1932. Wisconsin.

3053. Tudor, Hugh H. The administration of the local budget law in Iowa. Doctor's, 1933. Iowa. (Abstract in: University of Iowa studies, new series no. 269. Series on aims and progress of research, no. 43. 1 p.)

Studies the effect of the local budget law on education.

SCHOOL FINANCE

3054. Ager, Paul Walton. A suggested budgetary program and business organization for Oregon's unified system of high-school education, with comparative budget report for the fiscal year 1932-33. Master's, 1933. Oregon. 149 p. ms.

3055. Allen, Chester J. Unit costs of education in the public schools of Weogufka, Alabama. Master's, 1933. Alabama. 64 p. ms.

3056. *Babb, Ralph Warren. A resurvey of the financing of education in a city public school system, being a resurvey of the financial conditions of the Lynn, Massachusetts, public schools five years after a survey by Dr. George D. Strayer. Master's, 1933. Boston Univ. 85 p. ms.

Discusses the Strayer survey of Lynn public schools; bookkeeping and available statistics; school expenditures; internal expenditures; school receipts; Strayer survey findings in 1927; and present day conditions in the Lynn school system.

3057. Bays, John Andrew. School bonded debt policies in 52 Wisconsin cities. Doctor's, 1933. Wisconsin.

3058. *Beach, Fred Francis. The custody of school funds: an appraisal of systems of school fund custody with particular reference to New York State. Doctors', 1933. T.C., Col. Univ. New York City, Teachers college, Columbia university, 1933. 159 p. (Contributions to education, no. 577)

Discusses the custody of school funds in the United States, and in New York State.

3059. Bernhard, Morris. The trend in bonded indebtedness for public schools in cities in the United States having a population of 500,000 to 1,000,000. Master's, 1932. Temple. 123 p. ms.

Surveys statistically the trend in bonded indebtedness of public schools in Cleveland, St. Louis, Baltimore, Boston, Pittsburgh, San Francisco, Buffalo and Milwaukee, and shows that there was a constant increase from 1912 to 1928 in the per capita bonded indebtedness of the cities studied, with one exception, for schools and other departments of the city, with the greatest rate of increase for the schools.

3060. Bodine, Walter P. The growth of bonded indebtedness for public schools in districts of the second class in Pennsylvania. Master's, 1933. Temple. 256 p. ms.
3061. Bohning, Frederic. Finance methods used by industrial arts teachers in the State of Iowa. Master's, 1933. Iowa St. Coll. 38 p. ms.
A total of 116 schools in towns with a population of 500 to 5,000 was investigated in order to determine what methods were used in the industrial arts shops in regard to the buying, selling, collecting for, etc., of supplies.
3062. Brown, G. H. The development of school revenues in Texas. Master's, 1932. South. Methodist.
3063. Bruce, Robert G. A study of public school finance in Rhode Island for the years 1926 to 1934. Master's, 1933. Brown. 109 p. ms.
3064. Burkett, Ralph J. Effort toward school support as shown by a comparison of local taxation with the amount of state subsidy received. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 346-47)
3065. Campbell, W. M. Norms for elementary school costs in Oregon. Master's, 1933. Oregon. 44 p. ms.
3066. Cartwright, Donovan. The measurement of school costs in terms of achievement grade units. Master's, 1933. Oregon. 42 p. ms.
3067. Chambers, Jay L. Public school accounting in the United States. Doctor's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of doctors' dissertations, 10: 50-57)
Attempts to find out to what extent states now practice uniform classification of school receipts and expenditures; to point out the chief violations to uniform classification of accounts; to discover the reasons for diverse classification; to set forth the chief accounting practices of the several states; to find out what legal provisions are in force in the several states for encouraging and enforcing uniformity in public school accounting procedure; to establish principles to guide those who may be interested in improving public school accounting technique; and to offer a working program for improving public school accounting.
3068. Claus, Harold Page. State aid for high schools. Master's, 1933. Chicago. 82 p. ms.
Analyzes the practices of the 48 states with respect to financial aid granted to schools which maintain grades 9 to 12. The number of states providing some form of state financial support for high schools has increased from 10 in 1905 to 38 in 1932.
3069. Coleman, John E. Some problems of school support. Master's, 1933. Oregon. 88 p. ms.
3070. Conboy, Cordella E. A comparison of pupil costs in the high schools of Jennings county, Ind., for the school year 1930-31. Master's, 1933. Cincinnati.
3071. Conway, John S. The relationship of pupil teacher ratio and expenditures in 270 Oregon high schools. Master's, 1933. Oregon. 44 p. ms.
3072. Cramer, John Francis. A comparative study of educational expenditures in the State of Oregon and in the State of Victoria. Master's, 1932. Oregon. 51 p. ms.
3073. Davis, Albert M. The administration of student body funds. Master's, 1933. Stanford. 117 p. ms.
3074. Davis, Elbert Austin. Pupil hour costs of instruction in the Cleveland school, Blount county, Alabama, 1932-33. Master's, 1933. Alabama. 66 p. ms.

3075. Davis, J. W. The ability of the State of Kentucky to finance its schools. Master's, 1933. Chicago. 69 p. ms.

3076. Deal, J. A. A comparative study of the per capita costs of instruction of high-school subjects in Daviess county, Indiana, for the school year 1931-32. Master's, 1933. Ind. St. T. C. 91 p. (Abstract in: Indiana State teachers college. Teachers college journal, 4: 305-07, July 1933)

Compares the 10 high-school corporations of Daviess county, on the basis of salary cost of instruction per credit in order to discover underlying causes of the varied salary plus-credit costs. The most important items influencing costs were salary, time, and pupil factors.

3077. DeGaris, Henry Marshall. A survey of the methods used in financing student-body activities in California high schools. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 82, October 1933)

3078. Devery, Frank E. A study of the cost of State departments of education. Master's, 1933. Stanford. 66 p. ms.

3079. Dorland, Zenas H. An evaluation of the new State aid system in Illinois. Master's, 1933. Iowa. 76 p. ms.

3080. Eelkema, Herman H. A case study of superior programs of local public-school finance management. Doctor's, 1933. Iowa. (Abstract in: University of Iowa studies, new series no. 289. Series on aims and progress of research, no. 43. 1 p.)

Attempts to determine the procedures and practices in budgeting, financial accounting and financial reporting found in nine cities maintaining superior programs. Cities were selected from three states and three population ranges.

3081. English, Orlando H. A study of school tax liens in Beaver county, Pennsylvania. Master's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 8: 325-26)

Studies 54 school districts of Beaver county for the years 1921 to 1931 inclusive.

3082. Erickson, Julius A. Proposed changes in the support of the elementary and secondary schools of South Dakota. Master's, 1933. South Dakota. 50 p. ms.

3083. Fairchild, R. W. The provision and control of financial support for high-school athletics. Evanston, Ill., Northwestern university, 1933.

3084. Fisher, Edward Merle. Relative costs of departmental instruction in San Bernardino high school, 1928-1932. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 83, October 1933)

3085. Foster, Harry V. Public school finance and taxation in Colorado. Master's, 1933. West. St. Coll. 83 p. ms.

Finds that Colorado ranks among the highest group of states on the basis of economic ability to support education.

3086. Fry, Robert Merle. A study of school expenditures in Armstrong county from 1926 to 1931, inclusive. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 370-71)

3087. *Gooch, Wilbur I. Junior high school costs. Doctor's, 1933. T.C., Col. Univ. New York City, Teachers college, Columbia University, 1934. 160 p. (Contributions to education, no. 604)

Studies costs per pupil in average daily attendance for current expense in junior high schools organized on the 6-3-3 basis in cities of 5,000 or more total population in six

eastern states. Data indicate that per pupil costs for current expenses in grades 7 to 9 are approximately the same in school systems organized on the 6-3-3 plan as in school systems which have retained the traditional 8-4 organization.

3088. Graffam, Donald Turner. Economics and retrenchment in public schools in California, 1929-1933. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 83, October 1933.)

3089. Harris, Claude B. Unit cost of instruction in nine of the medium sized rural high schools of Kansas for the first semester of 1931-32. Master's, 1933. Kansas. 70 p. ms.

3090. Hawley, Clifford. A study of effects of tuition situation in Wisconsin where maximum and minimum charges are disregarded. Master's, 1933. Wisconsin.

3091. Hendrix, Carl A. Some unit costs of high schools in Dallas county. Master's, 1932. South. Methodist.

3092. Holy, T. C. A comparison of the 1931 and 1932 tax duplicates in Ohio school districts. Columbus, Ohio State university, 1933. 8 p. ms.

Compares the 1931 and 1932 real estate and public utility valuations in Ohio county, city, and exempted village school districts.

3093. ——— A comparison of the real estate and public utility valuations in Ohio city, exempted village, and county school districts for 1931 and 1932. Columbus, Ohio State university, 1933. 8 p. ms.

3094. ——— The extent of financial proposals to be submitted by Ohio county school districts on November 7, 1933. Columbus, Ohio State university, 1933. 10 p. ms.

3095. ——— Financial data for Ohio cities and exempted villages as of September, 1933. Columbus, Ohio State university, 1933. 14 p. ms.

3096. Howell, Charles E. The economic background of the school in the small town. Master's, 1933. Iowa. 115 p. ms.

3097. Howells, Arthur Lee. State income taxation as a means of school support. Doctor's, 1933. Southern California. (California quarterly of secondary education, 9: 81, October 1933)

3098. Johnson, Clifton Drew. The administration and supervision of internal financial accounts in the larger senior high schools of Florida. Master's, 1933. Florida. 125 p. ms.

3099. Johnston, W. Denver. The State school funds of West Virginia. Master's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress and bibliography of publications, 8: 342-43)

3100. Jones, Lawrence A. Comparative cost of education in Massachusetts. Master's, 1933. Mass. St. Coll. 96 p. ms.

3101. Jones, Samuel Holt. A study in instructional costs in 15 selected counties in Pennsylvania. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 392-93)

3102. Kemper, Durbin Collins. Gifts to public education in Kentucky from 1832 to 1932. Master's, 1933. Kentucky. 120 p. ms.

3103. Killion, Ray A. A study of financial accounting systems in certain Iowa school districts. Master's, 1933. Iowa. 96 p. ms.

3104. Klemmedson, G. S. Economies in the operation of public schools. Fort Collins, Colorado agricultural college, 1932. 56 p. ms.

Discusses methods used by different school districts in Colorado and elsewhere in effecting reductions.

3105. Larson, Emil L. School finance and related problems in Arizona. Tucson, University of Arizona, 1933. 85 p. (University of Arizona bulletin, vol. 4, no. 1. Social science bulletin, no. 1)

Discusses the present situation, sources of revenue, apportionment or allocation of revenues, and suggestions concerning solutions.

3106. Laufenberg, Raymond. Instructional costs and annual costs in Wisconsin high schools, 1931-32. Master's, 1933. Wisconsin.

3107. Leamon, E. M., Phillips, R. M., Bartulis, Joe and others. The financial conditions of the public accredited high schools of Illinois outside of Chicago as shown by the annual reports. Urbana, University of Illinois, 1933. 9 p. ms.

3108. Livingston, Frank H. Penalty and interest on delinquent school taxes in the State of Montana. Master's, 1933. Wisconsin.

3109. Loucks, E. Earl. A study of school tax collection in Westmoreland county. Master's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress and bibliography of publications, 8: 348-49)

3110. Lovett, Roy N. Sales tax as a source of school revenue for Ohio. Master's, 1933. Ohio. 95 p. ms.

3111. McCabe, Terrence W. Theoretical and historical aspects of taxation. Master's, 1933. Wisconsin.

3112. McCammon, James H. Departmental unit costs in the Palo Alto high school for the year 1931-32 with a selected and annotated bibliography. Master's, 1933. Stanford. 66 p. ms.

3113. McConn, William F. A brief survey of theory and practice in the field of school publicity costs. Master's, 1933. Kansas. 50 p. ms.

3114. McIntire, George Radcliffe. Unit cost of services and supplies in the elementary school districts of California having an average daily attendance between 2,000 and 6,000 pupils for the school year 1930-31. Doctor's, 1933. Southern California. 219 p. ms. (California quarterly of secondary education, 9: 81, October 1933)

3115. McVicker, Lorena Grace. A study of history of financing public education in the United States: its increasing difficulties and underlying social principles. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 85, October 1933) *

3116. Markley, Ernest Lawrence. Elementary school private funds. Master's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress and bibliography of publications, 8: 352-53)

3117. Mather, Irving A. The effects of economic conditions on public-school taxation in California with references in certain other states. Doctor's, 1933. Oregon. 424 p. ms.

3118. May, Albert Louis. Financial accounting in city schools of Mississippi. Master's, 1933. Peabody. 98 p. ms.

3119. Miller, John A. A comparative study of the Ironton, Ohio, high-school in 1928-29, and in 1932-33 with respect to costs and efficiency. Master's, 1933. Ohio. 75 p. ms.

Finds that unit subject costs decreased 28.9 per cent from 1928-29 to 1932-33, and that the greatest decrease was in teachers' salaries.

3120. Miller, M. Lincoln. General control costs in school districts under 5,000 population. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 420-41)

3121. Miller, William Lawrence. A study of the operation costs in certain Ohio cities for the years 1928-29 to 1931-32, inclusive. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 421-22)

3122. Mills, James Leland. A study of certain school retrenchment programs. Master's, 1933. Claremont. 124 p. ms.

3123. Mitchell, Francis E. A study in school auditing in Beaver county, Pennsylvania. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 422-23)

3124. Nesbit, John Eliot. A study of the Ohio educational equalization fund with plans for the consolidation of the public schools of Adams county, Ohio, illustrative of a more equitable and efficient distribution of this fund. Master's, 1933. Miami. 115 p. ms.

3125. Norton, John M. A comparative study of finance methods used by industrial arts teachers of Illinois. Master's, 1932. Iowa St. Coll. 49 p. ms.

Studies the methods of purchase and issuance of industrial arts supplies and materials as reported by 150 industrial arts teachers in Illinois.

3126. *Oliver, Stanley Campbell. A survey of the measures of the ability of school districts to support schools. Doctor's, 1932. T.C., Col. Univ. New York City, Teachers college, Columbia university, 1932. 134 p.

Discusses the improvement of local assessment of property, equalization of property tax assessments with emphasis on the sales method, phases of the Wisconsin assessment system, measures for use under certain conditions, measures, other than property assessments of the ability of school districts to support schools.

3127. Patterson, Edward McCleary. A study of general control expenditures in fourth-class school districts of Washington county, Pennsylvania. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 428-29)

3128. Patterson, Harold A. Some educational and financial inequalities in the public schools of Ogle county, Ill. Master's, 1933. Wyoming.

3129. Paulsen, Oscar Bernhardt. Budget-making procedures and accounting methods for student-body funds. Master's, 1933. California. (California quarterly of secondary education, 9: 79, October 1933)

3130. *Pearman, William I. Support of state educational programs by dedication of specific revenues and by general revenue appropriations: a study of certain factors which relate to the adoption and use of these general policies by state governments. Doctor's, 1933. T.C., Col. Univ. New York City, Teachers college, Columbia university, 1933. 141 p. (Contributions to education, no. 591)

3131. Perry, Haywood Arnold. Sources and distribution of State school funds in North Carolina. Master's, 1933. Duke.

3132. Phinney, Harold M. A study of the legality of certain school expenditures in the State of Washington. Master's, 1933. Washington.

3133. *Pitkin, Boyce Stanley. Public school support in the United States during periods of economic depression. Doctor's, 1932. T.C., Col. Univ. Brattleboro, Vt., Stephen Daye press, 1933. 143 p. *

Discusses the revival of education following the panic of 1837; educational expansion during the depression of 1857; maintenance of public school support during the depression of the seventies; the growth of school support from the panic of 1893 to the close of the century; and significant gains in public school support during the depression periods of 1907 and 1921.

3134. Plumb, Milton Lyle. Improving budgetary procedure in the public schools of Evansville, Ind. Master's, 1933. Chicago. 190 p. ms.

3135. Posey, R. H. Does Quitman county, Mississippi wisely distribute its school money? Master's, 1933. Peabody. 75 p. ms.

3136. *Powell, Orrin Edwin. Educational returns at varying expenditure levels: a basis for relating expenditures to outcomes in education. Doctor's, 1933. T.C., Col. Univ. New York City, Teachers college, Columbia university, 1933. 54 p. (Contributions to education, no. 573)

Aims to discover the relationship between current school expenditures and educational outcomes in one-teacher schools, and to arrange practical techniques for determining bona fide educational outcomes in any school community, and for relating these outcomes to expenditures.

3137. Reaney, J. Irvine. Variations in current expenses in the school districts of Mercer county, Pennsylvania, for the school year 1929-30. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 438-39)

3138. Replogle, Samuel Harvey. A study of the sale and assessed values of real estate taxed for school purposes in Allegheny county, Pennsylvania. Master's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 8: 361-62)

3139. Rhinesmith, O. L. Equalization of the tax burden for the support of elementary education in Oregon. Master's, 1933. Oregon. 47 p. ms.

3140. Ridenour, James V. Debt service and capital outlay costs of the fourth-class school districts in Greene county, Pennsylvania. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 441)

3141. Roberson, Luther G. A comparative study of the economic ability of the State of Oklahoma to support education. Master's, 1932. Okla. A. and M. Coll.

3142. Ross, Chaney H. The ability of Coshocton to support its educational program for the past three decades. Master's, 1933. Ohio. 74 p. ms.

Compares the costs of the educational program in Coshocton from 1900 to 1930 with increases made in business and governmental costs in Ohio and Coshocton over the same period of time and finds that the educational program has kept its costs below those increases made in business and government, in spite of the greatly increased debt service and school enrollments.

3143. **Rost, Clarence Frederick.** A general survey of the tax situation with reference to schools for the years 1901, 1911, 1921, and 1931, of Crawford county, Ohio. Master's, 1933. Ohio. 101 p. ms.

Finds that the State of Ohio has regressed in her position that education is a State function and has permitted the schools to become local institutions, supported by local taxation, except where valuation is too small to maintain an adequate program of education.

3144. **Salwaechter, Lewis Ernest.** A financial survey of the rural schools of Grant county, Oklahoma. Master's, 1933. Phillips. 119 p. ms.

3145. **Satterfield, K. C.** Public secondary school costs in Minnesota, 1925-1929. Master's, 1932. Minnesota. (Abstract in: National education association, Department of secondary school principals. Abstracts of unpublished masters' theses in the field of secondary school administration. Bulletin no. 47, p. 75-76).

Attempts to discover the status and trends of per pupil cost in different size four-year secondary schools in Minnesota and associated information relative to teachers salaries, tuition of nonresident pupils, the difference among districts in wealth per pupil, and relative proportion of costs expended for salaries, operation and total current expense.

3146. **Selby, David Bruce.** A study of unit costs in Enid high school, Enid, Okla. Master's, 1933. Phillips. 69 p. ms.

* 3147. **Shaffer, Raymond D.** A study of educational grants-in-aid in the United States with a proposal for increased federal participation in educational financing. Master's, 1933. Iowa.

3148. **Siedle, T. A.** The administration of a program of public relations in school finance. Educational administration and supervision, 19: 421-30, September 1933. (University of Pittsburgh)

3149. **Skewes, George J.** Tuition policies and practices in Wisconsin high schools. Doctor's, 1933. Wisconsin.

3150. **Slonecker, Lyle.** A financial study of the county high schools in Colorado. Master's, 1933. Colo. Agr. Coll.

3151. **Smith, Bert B.** The ability of Kentucky to finance public education in Kentucky. Doctor's, 1932. Peabody. 158 p. ms.

3152. **Smith, Floyd.** Study of the valuation of high-school property in 307 Wisconsin high schools. Master's, 1932. Wisconsin.

3153. **Snyder, Emma Jane.** Cost of public education in California, 1911-1932. Master's, 1933. Stanford.

3154. **Snyder, Warren P.** Pennsylvania's support of financially distressed school districts. Master's, 1933. Temple. 60 p. ms.

Shows that the present system of securing revenue is not adequate, that effort is unequal and is greater in smaller districts with less results, and recommends consolidation of districts.

3155. **Stevenson, Robert G.** Financial survey of the public schools of Coconino county and recommendations based upon the findings. Master's, 1932. Arizona.

3156. **Stubbs, John H.** A study of per capita tax in Fayette county, Pennsylvania. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 456-57)

Attempts to discover the current practices in the assessment and exoneration of per capita tax in the 42 school districts of Fayette county, Pennsylvania from 1928-1932, inclusive.

3157. Tabb, Lewis. A comparison of Oklahoma's public-school revenue with revenues of Arkansas, Kansas, and Texas. Master's, 1933. Okla. A. & M. Coll. 44 p. ms.

3158. Taylor, Henry Warren. A study of unit costs in high-school subjects. Master's, 1932. Utah St. Agr. Coll.

3159. Wagener, Frank S. A study of school district assessed valuations in 20 South Dakota counties. Master's, 1933. Iowa. 174³p. ms.

3160. Wallace, Vaughn Cedric. A financial appraisal of the present school district organization in Iowa. Doctor's, 1933. Iowa. 238 p. ms. (Abstract in: University of Iowa studies, new series no. 269. Series on aims and progress of research, no. 43. 1 p.)

Analyzes the cost of public elementary and secondary education for the fiscal year 1931-32, with particular reference to the present district system of organization in terms of relative fiscal ability and effort.

3161. Welch, Ray D. A survey of the cost of school heating in McKean county, Pennsylvania. Master's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstract of theses, researches in progress, and bibliography of publications, 8: 379-80)

3162. Whittier, Harold K. An analysis of state uniform financial accounting systems for public schools. Master's, 1933. Iowa. 83 p. ms.

3163. Wile, Dan W. An analysis of school finance items in Iowa daily newspapers. Master's, 1933. Iowa. 176 p. ms.

3164. Wilkes, Carl Vincent. Factors affecting per pupil cost of operating the Elliott (South Carolina) schools for the school year, 1931-32. Master's, 1933. South Carolina. 27 p. ms.

3165. Wilson, James Riley. A study of instructional costs and teaching load in the schools of Contra Costa county. Master's, 1933. California. (California quarterly of secondary education, 9: 79, October 1933)

3166. Wittwer, Reed. Effects of the receipts from the individual income tax upon school revenue in Utah in 1931-32. Master's, 1933. Brigham Young. ms.

3167. Wood, Charlie H. The relation between the size and the costs of operation of county schools in New Mexico. Master's, 1932. N.Mex. Nor. Univ. ms.

3168. Zumwalt, Warren Wayne. The practicability of a State aid fund for the support of the elementary and secondary schools of South Dakota. Master's, 1933. South Dakota. 50 p. ms.

RURAL EDUCATION

3169. Anderson, James Thomas. An investigation of means for the improvement of rural elementary and secondary education in the United States. Doctor's, 1933. Southern California. (California quarterly of secondary education, 9: 80, October 1933)

3170. Berger, Walter J. County organization of rural education. Master's, 1932. Wisconsin.

3171. Borrer, Clyde O. The handicaps of rural education in Ohio. Master's, 1933. Ohio. 89 p. ms.

3172. Clemons, Clarice Martha. Rural school supervision in Wyoming with special reference to Campbell county and suggestions for improvement. Master's, 1933. Washington. ms.

3173. Coates, Evelyn M. An investigation of the relationship of behavior to intellectual and personal factors of pupils in a rural secondary school. Master's, 1933. Ohio Wesleyan. 63 p. ms.

Determines the relationships between behavior, as measured by the Haggerty-Olson-Wickman scale, and such other factors as intelligence, achievement and personality, as measured by the Bernreuter personality inventory.

3174. Connell, John Turner. A comparative study of pupil achievement in the rural schools of Butler county, Pennsylvania. Master's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 8: 314-15)

Compares the educational achievement, at the end of the eighth grade, of pupils who had always attended one-teacher schools with that of pupils who had attended two-teacher schools and with that of pupils who had always attended graded schools. Data indicate that pupils from the graded schools had the highest median IQ, and the pupils from the one-teacher schools the lowest.

3175. *Cyr, Frank W. Responsibility for rural school administration: allocation of responsibilities in the administration of schools in rural areas, with special reference to the county. Doctor's, 1933. T.C., Col. Univ. New York City, Teachers college, Columbia university, 1933. 159 p. (Contributions to education, no. 579)

Analyzes the allocation of responsibilities to the local district, county and state, and gives a basis for the reorganization of the administrative set-up for schools in rural areas.

3176. Dawson, Everett. The achievement of rural and independent high-school pupils of Eastland county, Texas. Master's, 1933. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1933: 20-21)

Data indicate that the independent high schools are more efficient than rural high schools in this county.

3177. *Dohl, J. Paul. A study of the relative achievement of pupils in the rural and village schools of District number 2 Cattaraugus county, N.Y. Master's, 1933. Syracuse. 86 p. ms.

Compares 210 pupils from 21 rural schools of District number 2, Cattaraugus county, with 235 pupils from two village schools in the district. The pupils were in the fifth, sixth, seventh, and eighth grades.

3178. Dotson, Harry L. A study of remedial plans for improving the effectiveness of rural school education in Routt county, Colorado. Master's, 1933. Colo. Agr. Coll.

3179. Dunn, Ruth. Needs for courtesy education in a county school system. Master's, 1933. Peabody. 49 p. ms.

3180. Gaylord, Sabrina. An educational survey of 10 one-room schools. Master's, 1933. N.Y. St. Coll. for Teach.

3181. Gibbons, A. H. A study of the status and trends of Utah county districts as indicated by index numbers. Master's, 1933. Utah St. Agr. Coll.

3182. Griffith, Guy Orlando. The value and practicability of the accrediting system for the elementary rural schools of Pontotoc county, Oklahoma. Master's, 1933. Okla. A. & M. Coll. 31 p. ms.

3183. Haynes, Elma Anstead. The achievement of the sixth-grade pupils in the one-teacher schools of Somerset county, Pennsylvania. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 381)

3184. Hoffman, Leo Calvin. A proposed plan for the organization of a county unit based on a survey of the educational system of Decatur county, Iowa. Master's, 1933. Iowa St. Coll.

3185. Krishnaya, Stephen Ganugapati. The rural community and the school: the message of Negro and other rural schools for India. Doctor's, 1933. T.C., Col. Univ.

Reports an investigation of rural educational policies and practices in three American underprivileged groups, those at Penn school, the Berry schools, and Negro extension work in the southern states; evaluates the problems met, the solutions arrived at, and suggests similar solutions for similar problems in India.

3186. *Lader, Lester C. Comparison of rural and village high-school pupils in certain interests and activities. Master's, 1933. Syracuse. 112 p. ms.

Attempts to determine whether there is a significant difference between rural and village pupils in participation in extracurricular activities during their high-school course; whether subject and occupational interests differ in the two groups; and whether high-school pupils who received their elementary school training in village schools differ in scholastic achievement throughout their high-school course from those who received it in rural schools.

3187. Landry, J. C. A comparative study of the achievements of rural and urban high-school pupils in Lafayette parish, La. Master's, 1933. Louisiana. 122 p. ms.

Compares two groups of pupils upon basis of mental tests and standardized tests of scholastic achievement in selected high-school subjects.

3188. Lawson, Fred Douglas. The Kansas rural high school in terms of five criteria. Doctor's, 1933. Kansas. 115 p. ms.

Formulates criteria and standards for optimum rural high schools for average Kansas communities. Data were gathered on teaching load; enrollment; area of the district; assessed valuation per pupil enrolled; cost per pupil enrolled from 100 rural high schools.

3189. Lovelace, Lauron Harmon. A survey of one teacher school districts of San Diego county, California. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 85, October 1933)

3190. McClure, John H. A study of the composition and characteristics of the rural and urban population of Oklahoma. Master's, 1932. Okla. A. and M. Coll. 186 p. ms.

Studies the population as to color, nativity, sex, age, education, illiteracy, and material status, and compares it with that of the United States as a whole.

3191. MacGregor, William H. The equalization of educational opportunity in Lee county, Alabama. Master's, 1932. Ala. Poly. Inst.

3192. Masten, John Wesley. A comparative study of vocational, college preparatory and other subject effort based on subject, enrollment and teacher time costs in 13 rural high schools of Fresno county. Master's, 1933. California. (California quarterly of secondary education, 9: 79, October 1933)

3193. *Murphy, Laura W. An investigation of the individual educational needs of children in an area of low cultural and economic status. Master's, 1933. Penn. State. 45 p. ms.

Finds that the children studied attended a one-room, one-teacher school classified into eight grades.

3194. Myers, Richard G. A survey of the organization and administration of 20 rural high schools. Master's, 1933. Northwestern. ms.

3195. Naald, Bert Vander. A study of the social composition of Iowa rural school boards. Master's, 1933. Iowa St. Coll.

3196. Perkins, John Cody. A general survey of the rural schools of Harris county, Texas. Master's, 1933. Texas.

3197. Riddle, John Ingle. The six year rural high school; a comparative study of small and large units in Alabama. Doctor's, 1933. T.C., Col. Univ.

Attempts to determine whether large rural high schools in Alabama provide better educational advantages for boys and girls than do small rural high schools, and to compare their relative cost.

3198. Salmon, Annie Burford. Industry and art materials available in an Arkansas rural community. Master's, 1933. Peabody. 76 p. ms.

3199. Schutt, Egbert G. Comparative achievement of rural and non-rural students. Master's, 1933. Michigan. 98 p. ms.

3200. Sheffer, W. E. The cooperative school area in Kansas. Doctor's, 1933. T.C., Col. Univ.

Develops and formulates techniques and procedures which may be employed for the closing of one-teacher schools in Kansas through the more complete utilization of the facilities now available in graded schools, without the immediate disorganization of the one-teacher districts.

3201. Shupe, E. Eldon. A study of the advancement made in rural education in Kansas from 1900 to 1930 as compared to rural economic progress during the same period. Master's, 1933. Kans. St. T.C., Emporia. 69 p. ms.

3202. Sisson, Grace. Creative expression in the rural high school. Master's, 1933. Ohio. 115 p. ms.

3203. Slacks, John B. Conditions and practices in Iowa rural schools. Cedar Falls, Iowa State teachers college, 1933. 6 p. ms. (Research report no. 14)

Shows that there were 8,146 one-room schools in the 85 counties reporting, and 127 schools with two rooms and two teachers in session during the school years 1921-32. Data indicate that county superintendents are in closer touch with their schools than they were 20 years ago; the number of schools is decreasing in most counties; methods of teaching are receiving more thought by the teachers today than formerly; the schools are better equipped today than 20 years ago; teachers do not spend so much time in the community in which they teach as they did; less progress has been made in providing improved sanitary toilet facilities in the rural schools than has been made in any other item of equipment.

3204. Smith, Forrest A. Comparison of the rural agricultural schools and small high schools of the State of Michigan. Master's, 1932. Chicago. 98 p. ms.

Compares 61 rural agricultural schools with 99 small high schools (under 200 enrollment) and finds that population is a factor in establishing a consolidated area; possible pupil enrollment is not a factor of consolidation.

3205. Spreng, Charles Fred. District supervision of rural schools. Master's, 1933. Wyoming.

3206. Taylor, Ethel May. The practicability of sky study in a rural school situation. Master's, 1933. Peabody.

3207. Weber, Cornelius. A comparison of eight-grade pupils in graded and rural schools. Master's, 1933. Michigan. 60 p. ms.

3208. Witty, Paul A. and Lehman, H. C. Collecting interests of town children and country children. *Journal of educational psychology*, 24:170-84, March 1933. (Northwestern university)

CONSOLIDATION AND TRANSPORTATION

3209. Ashe, Alex Elisha. The development of centralization in North Carolina prior to 1932, as revealed in legislation. Master's, 1933. Duke.
3210. Augspurger, Rudolph E. Factors affecting the cost of operation of school busses in Butler county, Ohio. Master's, 1932. Ohio. 92 p. ms.
3211. Baldwin, Gale W. A proposed consolidation of Union county schools based upon the vocational interests and educational needs of the pupils. Master's, 1933. Ohio. 53 p. ms.
3212. Bass, Emerson H. The effect of the 1931 legislation upon the unit cost of transportation in Shelby county, Indiana. Master's, 1933. Wisconsin.
3213. Baughman, Dale J. A survey of pupil transportation in the consolidated school districts of Hardin county. Master's, 1933. Ohio. 110 p. ms.
3214. Bingham, Ed. Haygood. How Amber school serves a district of 75 square miles and a community of 2,000 people. Master's, 1933. Okla. A. & M. Coll. 39 p. ms.
3215. Bretch, Glenn E. Survey of Canaseraga area as prospective central school district. Master's, 1933. Cornell. 179 p. ms.
3216. Byers, Orrin D. Legal provisions for school transportation. Master's, 1933. Oregon. 104 p. ms.
3217. Carroll, George Robert. A comparison of per pupil costs in 50 large and 50 small consolidated schools of Iowa for the school year 1931-32. Master's, 1933. Iowa St. Coll.
3218. Dismukes, Benjamin Ellison. A study of transportation of pupils to the Beatrice school. Master's, 1932. Alabama. 78 p. ms.
3219. Dorr, C. H. An analysis of the advisability of consolidation as applied to a local situation. Master's, 1933. Wisconsin.
3220. Eggertson, Claude A. Changes in school transportation and in building use resulting from the adoption of the 6-3-3 plan of school organization in Sevier district, Utah. Master's, 1933. Brigham Young. ms.
3221. Eichman, Clarence. A plan for the reorganization of the public schools of Juniata county, Pennsylvania, to bring about increased service and efficiency. Master's, 1933. Michigan. 75 p. ms.
3222. Elliott, Lawrence W. A study of consolidation in the eastern part of Shelburne. Master's, 1933. Mass. St. Coll. 42 p. ms.
3223. Farnsworth, Burton Kent. Principles underlying state provisions for pupil transportation. Doctor's, 1933. California. 190 p. ms. (Abstract in: Joyal, A. E., Abstracts of doctors' theses in education, p. 34-35)
Analyzes existing state provisions relating to pupil transportation in the various commonwealths and formulates principles basic to the establishment and regulation thereof.
3224. Fauss, L. C. A study in the organization and administration of bus transportation in Kanawha county with specific recommendations for the guidance of school officials in introducing transportation. Master's, 1933. West Virginia. 122 p. ms.
3225. Ferguson, F. E. A study of school transportation costs in New Mexico. Master's, 1933. Colo. Agr. Coll.
3226. Fox, C. D. A cumulative system of accounting for school bus transportation. Master's, 1933. Ohio. 50 p. ms.

3227. Gentry, George. A proposed plan of reorganization of the public schools of Howard county, Texas. Master's, 1933. Texas.

3228. Gillette, Travis. A comparative study of pupil-transportation costs in New York State central schools. Master's, 1933. N.Y. St. Coll. for Teach.

3229. Gladson, Roy Taylor. Needs for high-school consolidation in Curry County. Master's, 1932. N.Mex. Nor. Univ. ms.

3230. Harrington, John N. The economic and social value of consolidation of high schools in Washington parish. Master's, 1933. Louisiana.

3231. Haynes, Leslie McKinley. School transportation in Colorado. Master's, 1933. Colo. St. T.C.

3232. Herndon, Clyde. A study of the transportation of school children in 11 counties of Georgia. Master's, 1933. Duke.

3233. King, James Garfield. A comparison of contracted and district owned school transportation systems in Washington. Master's, 1933. Washington. 90 p. ms.

3234. Knibbs, Truman E. Reorganization of the schools of White county, Illinois. Master's, 1933. Iowa. 114 p. ms.

3235. Lepley, James B. Present status of tuition and transportation for non-resident high-school students in the United States. Master's, 1933. Cincinnati.

3236. *May, Edward David. The regional or consolidated district high school with special applications to the town of Clinton, Connecticut. Master's, 1933. Boston Univ. 110 p. ms.

Surveys the conditions at the Morgan school, Clinton, Conn., on control of the school, physical plant, instructional force, curriculum offered, pupil status, and extracurricular activities.

3237. Mellard, Hervie Harold. The extension of school consolidation in Mississippi. Master's, 1933. Duke.

3238. *Miller, J. Pell. A proposed plan of consolidation of elementary schools in Morgan district. Master's, 1933. West Virginia. 66 p. ms.

3239. *Myers, Reed F. A suggested reorganization of the schools of the Tunnelton-Fellowsville community. Master's, 1933. West Virginia. 84 p. ms.

3240. Pollock, Frank L. A study of school transportation in Trumbull county, Ohio. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 432-33)

3241. Rickelfs, Robert A. A proposed reorganization of administrative units in the schools of Humboldt county. Master's, 1933. Stanford. 68 p. ms.

3242. *Shumaker, R. Worth. Consolidation of Roane county secondary schools. Master's, 1933. West Virginia. 86 p. ms.

3243. Teague, Jesse E. The effect of consolidation upon the educational opportunities in Pontotoc county: confined to the effect it has had upon the high schools. Master's, 1932. Okla. A. and M. Coll. 107 p. ms.

Data indicate that consolidation has increased educational opportunities; decreased the number of high-school teachers; increased daily attendance; enriched the high-school curriculum; held pupils longer; increased the number of high-school graduates; increased the number of more highly qualified teachers; and helped to reduce the per capita cost of high-school instruction.

3244. Wallace, William Bowie. School bus transportation costs in Colfax county, N.Mex. Master's, 1933. New Mexico. 40 p. ms.

3245. Williamson, Katherine. A study of the health situation of a 12-grade consolidated rural school and its community. Master's, 1933. Tennessee. 167 p. ms.

SUPERVISION AND SUPERVISORS

3246. Applewhite, Walter Ralph. A personnel study of county and city superintendents in Mississippi. Master's, 1933. Peabody. 92 p. ms.

3247. Bair, Frederick H. The superintendent of schools as a social agent. Doctor's, 1933. T.C., Col. Univ.

Seeks to set down a statement of the superintendent's views of social problems in relation to the schools, and such aspects of his personal history as may have a direct bearing on these matters.

3248. Barr, Evelyn. Medical supervision of schools in the State of New York. Master's, 1933. N.Y. St. Coll. for Teach.

3249. Brashears, William Carl. The status of the county superintendents in Texas. Master's, 1933. Texas.

3250. Cheever, Marshall Francis. Qualifications and methods of selecting school superintendents in Iowa. Master's, 1933. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1933: 14-15)

3251. Christie, Margaret. Opinions concerning supervisory guidance in class-work exhibits. Master's, 1933. Peabody. 80 p. ms.

3252. Clark, Lucile. State programs of supervision. Master's, 1933. Texas.

3253. Cooke, Dennis H. Problems of the teaching personnel. New York, Longmans, Green and company, 1933. 884 p. (George Peabody college for teachers)

Discusses the professional and administrative problems of superintendents, principals, and supervisors.

3254. Daniel, Mary Louise. An analysis of theory and practices regarding supervisory program making. Master's, 1933. Peabody. 99 p. ms.

3255. Dolch, E. W. Graduate work of superintendents. Elementary school Journal, 34: 203-208, November 1933. (University of Illinois)

Finds, from a study of returns to a questionnaire, that 74 percent of the superintendents of elementary and high-school districts combined, and not more than 27 percent of the superintendents of elementary school systems alone, have received masters' degrees or better.

3256. *Duff, John Carr. Creative supervision. Doctor's, 1933. New York. 280 p. ms.

Emphasizes the importance of personality in creative teaching; endorses the present tendency to make teacher training less a matter of learning rules and more a matter of personality integration through rich cultural experience, and stresses the idea that supervision will be increasingly scientific, will stress statistics less and mental hygiene more.

3257. Duncan, Mattielee. The legal status of the city school superintendents throughout the United States. Master's, 1932. Arizona.

3258. Edge, Kathryn H. Supervision for the supervised in Sonoma county, California. Master's, 1933. Stanford. 105 p. ms.

3259. Edwards, Allan Ralph. The role of the superintendent in the financial administration of small school systems in Illinois. Master's, 1933. Northwestern. ms.

3260. Elster, Julius J. The status of the superintendent in North Dakota. Master's, 1933. North Dakota.

3261. Evans, J. W. Status and qualifications of exempted village superintendents in Ohio. Master's, 1933. Ohio. 60 p. ms.

3262. Fairchild, R. W. Duties and responsibilities of assistant superintendents of schools. Evanston, Ill., Northwestern university, 1933.

3263. Finch, F. H. Tenure of high-school administrators and supervisors in Missouri and Illinois. School review, 41: 459-61, June 1933. (University of Minnesota)

3264. Finley, D. D. A comparative study of the supervision and administration of the city and town schools with that of the township schools in the public high schools of Indiana. Master's, 1932. Ind.St.T.C. 92 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 4: 277-78, July 1933)

Data were secured on 309 county high schools, and all city and town schools for the year 1930-31, and from reports filed with the Indiana State department of education.

3265. Gabbert, Mary Louise. A critical analysis of the purpose of supervision. Master's, 1933. Peabody. 106 p. ms.

3266. Garber, Walter Edward. Problems of the county school superintendents in Virginia. Master's, 1932. Virginia.

3267. Gensbigler, Walter A. The personnel of the superintendent of schools in the third class districts in Pennsylvania. Master's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 8: 326-27)

Discusses the training and status of the 142 superintendents of schools in third class districts in Pennsylvania in 1930.

3268. Gill, John L. Comparison of the legal status of county school superintendents and city school superintendents, with emphasis upon superintendents of New Mexico. Master's, 1933. New Mexico. 83 p. ms.

3269. Greenfield, Bert L. The effectiveness of a program of supervision. Master's, 1932. Wisconsin.

3270. Higgins, Sister M. Xavier. Reducing the variability of supervisors' judgments: an experimental study. Doctor's, 1933. Johns Hopkins. 112 p. ms.

Attempts to determine the effect of seven factors on the variability of 70 supervisors' judgments. Ratings were made on silent motion pictures and stenographic reproductions of the teacher-pupil activities in classes in arithmetic, reading, civics and geography of the same group of pupils of seventh grade level under four different teachers. The supervisory techniques used were: observation of the same and of different films; the use of a list of seven factors, and of a chart which analyzes these factors into five distinct levels. Data indicate that the chart is valuable in the training of supervisors.

3271. Hogan, Rev. Michael J. Diocesan supervision of schools in the diocese of Concordia, Kansas. Master's, 1933. Catholic Univ. 54 p. ms.

3272. Hunt, R. L. How school board presidents see the superintendent of schools. American school board journal, 87: 41, September 1933. (Colorado State teachers college)

3273. ——— A study of the weaknesses and essential qualifications of school superintendents in small school systems. Greeley, Colorado State teachers college, 1933. ms.

3274. **Hunt, R. L.** The superintendency in small schools. *School executives magazine*, 52: 370-71, 376, July 1933. (Colorado State teachers college)
3275. **Janda, Vincent.** The time distribution of small system superintendents. Master's, 1933. Colo.St.T.C.
3276. **Keena, Elra Earl.** A personnel study of the county superintendents in Colorado. Master's, 1933. Colo.St.T.C.
3277. **Klein, Everett.** A handbook for school board members. Master's, 1933. Colo.St.T.C.
3278. **Kunselman, Neil.** The personnel of the county superintendents and the assistant county superintendents of schools in Pennsylvania. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 397-98)
3279. **McCharen, William Knox.** Status of superintendents of schools in Mississippi. Master's, 1933. Peabody. 102 p. ms.
3280. **McNelly, Stephen Sumner.** A study of the extent to which supervisors are relieved of administrative authority. Master's, 1933. Wisconsin.
3281. **Madden, Charles Harlan.** A personnel study of Nebraska superintendents. Master's, 1933. Peabody. 45 p. ms.
3282. **Meyer, William Werse.** Duties of city superintendents as revealed through school surveys. Master's, 1932. Chicago. 85 p. ms.
3283. **Moritz, Ruth Kepple Arnold.** A survey of the certification of and need for supervisors in secondary education. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 90, October 1933)
3284. **Neeley, Deta Petersen.** A study of the evaluation of Utah supervisory practices with theories. Master's, 1933. Utah St. Agr. Coll.
3285. **Nutter, Olin C.** The district superintendent in West Virginia. Master's, 1933. Cincinnati.
3286. **Owens, Victor W.** A plan of supervision for the rural and consolidated schools of the State of Indiana. Master's, 1932. Wisconsin.
3287. ***Powlesland, Walter H.** An evaluation of a supervisory program at Bellevue junior high and elementary school, Syracuse, N.Y. Master's, 1933. Syracuse. 180 p. ms.
3288. **Bedford, Walter.** An analysis of the administrative duties of school superintendents in Oregon and Washington. Doctor's, 1933. Washington. ms.
3289. **Russell, Margaret S.** Visitation and conference as a technique of supervision. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 447)
3290. **Seyfried, John Edward.** The contractual status of California city school superintendents. Berkeley, University of California press, 1933. 136 p. (University of California publications in education, 7: 63-144, 1933)
- Data were secured from California State constitution, codes, general laws, and session laws; charters of California cities; reports of California supreme court and district courts of appeal and reports of United States courts and courts of appeal of other states; rules and regulations of the California State board of education; contracts of California city school superintendents; and reports of various studies and investigations. Discusses law of contracts in general; contracts between city school superintend-

ents and city boards of education; professional status for city school superintendents; legal status of California city school superintendents; contracts of California city school superintendents; and contract form for city school superintendents of California.

3291. Sharp, E. Preston. Non-criminal punishment of school directors. Doctor's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 230-37)

Presents the analysis of cases by the courts in dealing with the various charges of a non-criminal nature, which have been brought against school directors; discusses all cases for which non-criminal punishment has been inflicted upon a school director; and points out the leniency or stringency of the laws of states which govern the actions and duties of the school directors.

3292. Sheppard, Viola. Establishment of the office of territorial superintendent of public instruction. Master's, 1933. Washington. 88 p. ms.

3293. Steele, James McDowell. A study of supervisory practices in the commercial department in senior high schools. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 87, October 1933)

3294. Steffen, Albert F. A plan of supervision for the rural and consolidated schools in Illinois. Master's, 1933. Wisconsin.

3295. *Stevenson, Charles Alexander. Results of rural supervision through special efforts on the part of the supervisor. Master's, 1933. West Virginia. 50 p. ms.

Attempts to discover whether intensive supervision, concentrated upon the improvement of classroom instruction in particular subjects could be more effective. Two one-room schools were used for the studies of hygiene and geography; two sixth grade rooms were used for arithmetic study; and two eighth grade rooms, from two junior high-schools, were used for the study of language usage.

3296. Thomas, Mildred Lucile. Programs for the training of music supervisors. Master's, 1932. Northwestern.

3297. Webb, Ferris E. The management of supervisory personnel as a function of administration. Master's, 1932. Arizona.

PRINCIPALS

3298. Andreen, Earl Philip. Administrative guides for elementary school principals. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 81, October 1933)

3299. Campbell, Doak S. Principals of the accredited high schools of the Southern association of colleges and secondary schools. A report to the Commission on secondary schools. Nashville, Tenn., George Peabody college for teachers, 1932. 56 p.

Discusses experience, tenure and salary, training, duties and assistants of high-school principals.

3300. Casteix, Sister Mary Peter. The nature of the office of the parochial school principals in New Orleans. Master's, 1932. Notre Dame.

3301. *Copenhaver, Lacy B. A study of the disciplinary problems referred to a grade school principal during a period of three years. Master's, 1932. Oregon. 130 p. ms.

Studies the types of disciplinary problems which teachers refer to the principal; school grades which present the greatest disciplinary difficulties; behavior difficulties of boys and girls; age-grade study of these problem children; intelligence quotients of problem children; difficulties of different teachers with disciplinary problems; and individual cases.

3302. Daugherty, Frances Leslie. Survey of the duties of boys' vice-principals of high schools, State of California. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 82, October 1933)

3303. Griffin, William Terry. The status of the high-school principal in Kentucky. Master's, 1933. Alabama. 78 p. ms.

3304. Hartranft, S. Glenn. The teaching and business experience of high-school principals in the State of California. Master's, 1932. Stanford. 75 p. ms.

3305. Latus, Sister Mary Celestine. An analysis of the supervisory duties of 70 Catholic elementary school principals in Chicago. Master's, 1932. Notre Dame.

3306. McGuire, Orville Wayne. Status of the elementary school principal in the State of Washington. Master's, 1933. Washington. 68 p. ms.

3307. McKee, Margaret G. An analysis of supervisory activities of supervising principals in Allegheny county. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 413-14)

3308. *Martin, Edgar Blair. The supervisory practices of principals in six rural high schools. Master's, 1933. West Virginia. 112 p. ms.

3309. Mason, Wayne E. An analysis of the administration of problems of a legal nature by high-school principals of western Pennsylvania. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 409-10)

3310. *Merinar, Elmer K. A study of the status of the elementary school principal of West Virginia. Master's, 1933. West Virginia. 72 p. ms.

Studies elementary school principals in schools of six rooms or more, in 85 counties.

3311. Miller, Mervyn B. A study of relationship between principal and superintendent in second and third districts of the State of Washington. Master's, 1933. Washington. 79 p. ms.

Deals with the duties of superintendent and principal in administration or supervision of small high school.

3312. *Minckler, Frank. The status of the Pennsylvania teaching high-school principals directly subordinate to county superintendents. Master's, 1933. Penn. State. 48 p. ms.

Discusses the educational preparation of the teaching high-school principal in Pennsylvania, professional experience, age and salary, and functions.

3313. Reighley, Henry Herbert. A functional analysis of the school principalship. Doctor's, 1933. Ohio. 531 p. ms. (Abstract 37 p. ms.)

Emphasizes the importance of the school system as a unit and of its personnel as parts of the whole educational opportunity, by considering the common functions of all principals; stresses the unity of the work of a single principal by showing that he should have a good general knowledge of the theory and practice of all of his functions and of their interrelationships; develops a philosophy of education and applies it to show what the practice of a principal should be; and shows that a problem of educating school principals for their work exists.

3314. Robinson, Joseph Balam. A study of the East Tennessee high-school principal. Master's, 1933. Tennessee. 116 p. ms.

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SCHOOL MANAGEMENT

ATTENDANCE AND CHILD ACCOUNTING

3315. Clements, Johnnie B. A study of age-grade-progress and attendance in the white schools of Lamar county, Alabama. Master's, 1932. Alabama. 63 p. ms.

3316. Esser, Sigurd E. Recent tendencies in compulsory attendance in the United States. Master's, 1933. North Dakota.

3317. Hatton, May C. The transfer of pupils from Catholic schools to public schools. Master's, 1933. Fordham.

3318. Hill, John Harold. A study of the correlation between school citizenship and scholarship. Master's, 1933. California. (California quarterly of secondary education, 9: 78, October 1933)

3319. Jahr, Charles A. A study in child accounting. Master's, 1932. Wisconsin.

3320. Keller, George Mead. Study of administrative solutions of attendance problems. Master's, 1933. Washington. ms.

3321. Lamb, Layton G. A study of habitual truancy among boys in the public schools of Seattle, Wash. Master's, 1933. Washington. 110 p. ms.

3322. Lippe, Nathan M. The relationship between athletic activity and the attendance of boys in school. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 401-402)

3323. Lyon, Kyle Arden. Trends in population age composition and school attendance as factors in educational planning. Doctor's, 1933. California. 129 p. ms.

Data indicate declining enrollments in the elementary schools will probably continue to eliminate teaching positions. Economically, the ability of the population to provide education for all children has steadily increased and should continue to increase during the coming decades. Elementary school costs may decrease because of fewer teachers and pupils, but expenditures on the college level may increase rapidly.

3324. Meadows, Austin Ruel. The progress of school attendance in the public schools of Alabama since 1900. Master's, 1932. Alabama. 144 p. ms.

3325. *Miller, Anthony J. Comments of the Rhode Island superintendents on their school census. Master's, 1933. Boston Univ. 64 p. ms.

Finds that the school census varies in value, in the manner of collecting the data, and in cost throughout the State.

3326. Oliver, Arline. A study of motives in truancy from school: Part II. Master's, 1932. Smith.

3327. Peach, Preston L. An inquiry into compulsory school attendance and employment of youth. Master's, 1933. Maryland. 54 p. ms.

Surveys child labor and school attendance legislation. These show that a new estimate has been placed on child labor, and that penalties for violations of school attendance and child labor laws are imposed upon parents rather than on the children.

3328. Reinecke, Clara Belle. A study of motives in truancy from school: Part I. Master's, 1932. Smith.

3329. Schwerdtfeger, Elta Louise. A study of non-attendance in the city schools of Burbank, California. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 91, October 1933)

3330. Sorensen, Volmer H. Child accounting in the State of Wisconsin. Master's, 1932. Wisconsin.

3331. Stamy, Adam Reese. Some factors influencing school attendance in Pennsylvania and North Carolina. Master's, 1933. Duke.

3332. Van Kersen, E. Philip. A study of the causes of irregular attendance and its effects on pupil achievement. Master's, 1932. Michigan. 41 p.

3333. Wilson, Irene B. A comparison of attendance and failure in a junior high school. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 462-63)

CLASS SIZE

3334. Boutelle, Mrs. Margaret White. Class size and the efficiency of instruction. Master's, 1933. Peabody. 161 p. ms.

3335. Graham, O. O. How economies in secondary education may be affected in Colfax county through a readjustment of teacher load. Master's, 1933. N. Mex. Nor. Univ. ms.

3336. Quanbeck, Martin. Teaching load in Minnesota high schools. Master's, 1933. Minnesota. 115 p. ms.

3337. Swindell, R. W. and Jasper, E. M. A study of pupil and teacher loads, and of pupil-teacher ratio in the accredited public high schools of Illinois outside Chicago. Urbana, University of Illinois, 1933. 2 p. ms.

3338. Trimble, Horace H. The teacher load in four-year and senior high schools of western Pennsylvania. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 459-60)

3339. Williams, Ruth. Methods employed in handling routine activities in teaching large classes. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 88, October 1933)

CLASSIFICATION AND PROMOTION

3340. Ayer, Fred Carleton. Progress of pupils in Texas, 1932-33. Austin, University of Texas, 1933. ms.

3341. Blumberg, A. Alvin. School progress and the age of school entrance. Master's, 1933. Temple. 53 p. ms.

Positive correlation is found between the age of children first entering school and their progress. Highest IQ correlates with those entering school the half year before their sixth birthday.

3342. Borders, Ruth M. A comparative study of the relative achievement of the training school and non-training school pupils. Master's, 1932. West. Ky. St. T.C.

3343. Britzmann, Herbert C. Classification and guidance of prospective general science students. Master's, 1933. South Dakota. 55 p. ms.

3344. Chism, Leslie L. Practices pertaining to promotion and classification in elementary schools. Master's, 1933. Chicago. 74 p. ms.

3345. Copen, Darius Sam. A comparative study of pupil progress in 11 Texas cities. Master's, 1933. Texas.

3346. Dixon, Homer. Certain aspects of pupil progress and achievement in Oregon high schools. Master's, 1933. Oregon. 59 p. ms.

3347. Ellis, Elmer H. Adapting placement and follow-up to school needs. Master's, 1932. Wisconsin.

3348. French, Walter Bledsoe. Classification of junior high school students. Master's, 1933. Okla. A. & M. Coll. 75 p. ms.

3349. *French, Will. Promotional plans in the high school. Doctor's, 1933. T.C., Col. Univ. New York City, Teachers college, Columbia university, 1933. 91 p. (Contributions to education, no. 587)

Attempts to discover, describe and compare or contrast the effects of the annual and semi-annual promotional plans as evidenced by the conditions and practices which obtain under the two types of promotional plans as administered in the public secondary schools in the United States.

3350. Gannon, Joseph Francis. Placement and follow-up in the public secondary schools of California. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 83, October 1933)

3351. Gocher, Florence Llewellyn. An evaluation of double promotions as an instrument of pupil adjustment. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 378-80)

3352. Gore, Lillian L. Study of double promotion in the Knoxville schools. Master's, 1933. Peabody. 65 p. ms.

3353. Graves, Lyman Carl. Relation of home ownership by parents to achievement of pupils. Master's, 1933. Peabody. 43 p. ms.

Finds that pupils whose parents own their homes probably achieve more than do pupils whose parents rent their homes.

3354. Kirkpatrick, John B. A study of pupil progress in Haverford township with special attention to the pupils of Italian parentage. Master's, 1932. Temple. 91 p. ms.

3355. Kocher, Walter L. The relation between teachers' opinions and children's opinions of poor school progress. Master's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 8: 343-44)

3356. *Lindsay, James Armour. Annual and semi-annual promotion with special reference to the elementary school. Doctor's, 1933. T.C., Col. Univ. New York City, Teachers college, Columbia university, 1933. 179 p. (Contributions to education, no. 570)

Part 1: The factors basic to the problem of the advancement of pupils through the elementary school; part 2: Analysis of arguments advanced in support of annual and semi-annual promotion; part 3: A survey of plans for the advancement of pupils through the elementary school.

3357. Masters, Harry V. and Upshall, C. C. Scholastic prediction and first year record of the lowest 15 per cent of the freshmen entering in October, 1931. Bellingham, Washington State normal school, 1933. 7 p. ms. (Bureau of research studies, no. 16)

3358. Messer, Vern. A study of Pittsburgh-plus or the basing point system. Master's, 1933. Iowa.

3359. Otto, Henry J. Administrative control of pupil promotions in elementary schools. Educational trends, January 1933. (Northwestern university)

3360. Pullen, C. Haines. Criteria for special promotions. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 486-37)

3361. Bemmers, H. H. and Trimble, O. C. Validity of the Indiana high-school accrediting criteria. Lafayette, Ind., Purdue university, 1932. 20 p. (Bulletin of Purdue university, vol. 33, no. 2. Studies in higher education, 20)

Discusses the relative achievement of the three different groups of commissioned schools; the validity of each of the different groups of accrediting criteria; relative cost of the three types of commissioned high schools; and achievement as related to per-pupil cost in the different types of commissioned schools.

3362. Riley, Ruth Callison. Factors contributing to non-promotion and some effects on child development. Master's, 1933. Peabody. 87 p. ms.

3363. Shaw, William Henry. Grouping and promotion of pupils in the Needham B. Broughton high school, Raleigh, N.C. Master's, 1933. Duke.

3364. Smith, Howard P. An age-grade and mental progress study in Summit county, Ohio. Master's, 1933. Ohio. 150 p. ms.

EXAMINATIONS

3365. Aquinas, Sister M. The content and the form of high-school examinations in religion. Washington, D.C., Catholic education press, 1932. 24 p. (Catholic university of America. Educational research monographs, vol. 7, no. 4, October 1, 1932)

A study was made of over 4,000 questions given in high-school religion classes in 12 representative Catholic high-schools during the past 10 years. It was found that the majority of the 4,000 questions were asked only once, showing little agreement among teachers as to what it is important to ask on high-school religion examinations.

3366. Black, LeRoy Thompson. The predictive value of certain high-school entrance tests for high-school achievement. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 337-38)

Studies the intercorrelation of eighth grade teachers' marks, eighth grade teachers' ratings of specific pupil characteristics, county superintendents' high-school entrance examination scores, and ninth grade teachers' marks to determine the value of these factors in predicting possible academic achievement in the secondary schools.

3367. Bowie, William. An analysis of current New York State regents examinations in chemistry. Master's, 1933. N.Y. St. Coll. for Teach.

3368. Cloyd, Velma Louise. Entrance and classification examination in algebra for teachers colleges. Master's, 1933. Colo.St.T.C.

3369. Darling, Wesley C. A study of the relative teaching values of four common methods of pupil correction of examination papers. Master's, 1932. Michigan. 70 p.

Describes an experiment conducted with pupils in high-school science classes who scored their papers on new-type tests as the teacher read the correct responses.

3370. Douglass, Harl B. and Tallmadge, Marget. A study of errors made on the 1933 Minnesota State department of education examination in algebra. Journal of experimental education (University of Minnesota)

3371. Eurich, Alvin C. The relative value of objective and essay examinations in English literature. Minneapolis, University of Minnesota, 1933. 15 p. ms.

3372. Eurich, Alvin C. and Kinney, L. B. A summary of investigations comparing different types of examinations. *School and society*, 36: 540-44, October 22, 1932. (University of Minnesota)

3373. ——— The use of examinations in individual diagnosis. Minneapolis, University of Minnesota, 1933. 13 p. ms.

3374. Granger, Leo Paul. A study of no midyear and final examinations and its effect on the education of students. Master's, 1933. Vermont. 99 p. ms.

Data indicate that school grades show that the plan permits inconsistent work, that the teachers using the plan look on it with disfavor, that students who have entered college feel that they have been handicapped during their freshman year, and that college records of students seem to indicate poor preparation.

3375. Johnson, Palmer O. The differential functions of examinations. Minneapolis, University of Minnesota press, 1933. 10 p.

3376. Kinney, L. B. and Eurich, A. C. Studies of the true-false examinations. *Psychological bulletin*, 30: 505-17, July 1933. (University of Minnesota)

3377. *Mowry, Mary Davis. Objective versus essay examinations for Spanish-American pupils in mixed classes. Master's, 1933. N.Mex.St.T.C. 193 p. ms.

Attempts to compare the relative achievement of Spanish-Americans on old-type and new-type tests in classes where segregation is not practiced, and to discover teachers' tendencies in assigning marks in such classes.

3378. Ojerholm, Julia Charlotte. The effects of county-wide examinations upon the teaching of English in the schools of Travis county, Texas. Master's, 1933. Texas.

3379. Pence, Omar Othman. A study of the eighth-grade examinations of the State of Washington with respect to the variation of the pupil scores. Master's, 1932. Washington. ms.

3380. *Read, Julia Estelle. Success in fourth-year English as measured by regents' examinations and by certified schools as a means of estimating probable success in college freshman English. Master's, 1933. Syracuse. 68 p. ms.

3381. Byce, Edward. The national college sophomore examination given at the University of California, April 1932. Master's, 1933. California. (*California quarterly of secondary education*, 9: 79, October 1933)

3382. Sproule, Chester E. Negative suggestion effects of the true-false examination. Master's, 1933. Southern California. (*California quarterly of secondary education*, 9: 91, October 1933)

3383. Tallmadge, Margaret and Douglass, Harl. The opinions and practices of college students relative to various types of written examinations. Minneapolis, University of Minnesota, 1933. 25 p. ms.

3384. Walker, Gaylord Armond. An analysis of the placement examination scores at Michigan State college by use of multiple and partial correlation. Master's, 1932. Mich. St. Coll. 46 p. ms.

3385. Workman, John Hunter. Status of exemptions from examinations in Florida high schools. Master's, 1933. Peabody. 96 p. ms.

EDUCATIONAL AND VOCATIONAL GUIDANCE

3386. Arnold, Verne B. Opportunities for training of counselors in vocational guidance. Master's, 1933. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1933: 4)
Attempts to determine the amount and kind of training offered vocational counselors by 100 representative institutions of higher learning.
3387. Baker, Sewell Ercy. A survey of the abilities, interests, and the socio-economic status of the pupils in the Leyden community high school, with implications for a guidance program. Master's, 1933. Northwestern. ms.
3388. Beam, Verna Frances. Vocational guidance of pupils in the stenographic curriculum in senior high schools. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 81, October 1933)
3389. Bernhard, Yetta M. and Bernhard, Joseph H. A study of 16-year-old employed boys and girls. Master's, 1932. Temple. 260 p. ms.
Attempts to discover how boys and girls of Philadelphia, who drop out of school, get their positions, how long they stay, and whether they are satisfied.
3390. Bevin, Gordon W. An evaluation of the Muskegon central junior high school guidance program. Master's, 1933. Wisconsin.
3391. Blasingame, Oleta Irene. Procedure and methods in presenting vocational guidance in the auditorium periods of a platoon school. Master's, 1933. California. (California quarterly of secondary education, 9: 78, October 1933)
3392. Boersma, Anne E. Guidance problems suggested by study of post-graduate students of Detroit high school of commerce. Master's, 1933. Michigan. 42 p. ms.
3393. *Bradley, Clifton Elijah. A biological conception of the distribution of mental traits: a study in vocational guidance. Master's, 1933. Boston Univ. 79 p. ms.
Describes the work of Dr. G. E. Dawson, psychologist of the Springfield, Mass., public schools in testing students and in vocational guidance.
3394. Buchanan, Roy I. A comprehensive plan of counseling for a large rural high school. Master's, 1933. California.
3395. Clark, Kenneth S. A guidance program for secondary schools. Master's, 1932. Arizona.
3396. Clarke, Leota B. The need and possibilities for vocational guidance for girls at McKinley high school, Canton, Ohio. Master's, 1933. Michigan. 71 p. ms.
3397. Collins, Marion Earle. Factors that influence the choice of vocation made by students in the United Presbyterian colleges. Doctor's, 1932. Ohio. 462 p. ms. (Abstracts of doctors' dissertations, 11: 106-12. Reprinted)
Surveys five colleges related to the United Presbyterian church, by means of a questionnaire submitted to all students as of May 1, 1931.
3398. Cooper, Homer Vernon. A program of guidance for the high schools of Vicksburg. Master's, 1932. Virginia.
3399. Cunliffe, Rex B. Trends in vocational guidance. New Brunswick, N.J., Rutgers university, 1933. 42 p. (Rutgers university bulletin, series 8, no. 10b. Studies in education no. 4)
Discusses vocational guidance for a changing world; occupational analysis; the teaching of occupations; counseling; placement and follow-up.

3400. Dondlinger, Ray N. Guidance in the secondary schools of Wisconsin in communities of 10,000 or less. Master's, 1933. Wisconsin.

3401. Failor, Clarence W. Need and desire for guidance in larger Iowa high schools. Master's, 1932. Wisconsin.

3402. Fitz, Sister Mary Jeanita. A study of the economic aspects of rehabilitation under the civilian vocational rehabilitation act of June 2, 1920. Master's, 1932. Notre Dame.

3403. Freidel, Sister M. Priscilla. Guidance practices in 50 Catholic high schools. Doctor's, 1933. Fordham. 157 p. ms.

3404. Fultz, Everett L. General intelligence and mechanical aptitude scores of 102 ninth-grade boys in relation to vocational guidance. Master's, 1933. Michigan. 45 p. ms.

3405. Gansirt, Sister Mary Clarice. Present status of vocational guidance in Catholic secondary schools. Master's, 1933. Notre Dame. 120 p. ms.

3406. Graves, Albert Donavon. Child guidance in the San Bernardino city schools. Master's, 1933. Stanford. (California quarterly of secondary education, 9: 93, October 1933)

3407. Griffin, Mary C. Careers for persons interested in biology. Master's, 1932. Michigan. 103 p.

Discusses biology in relation to agriculture, forestry, animal husbandry, teaching, nursing, pharmacy, tree surgery.

3408. Halama, Sister M. Theobald. Guidance in the Catholic girls high school. Master's, 1933. Catholic Univ. 68 p. ms.

3409. *Hand, Harold C. An appraisal of the occupations or life-career course. Doctor's, 1933. T.C., Col. Univ. Palo Alto, Calif., 1934. 68 p.

A comparison of two selected groups of students in two Pittsburgh high schools with regard to a number of items bearing on the effectiveness of the life career or occupations course, indicates that there is no marked difference between the students who took the course and those who did not take it.

3410. *Hartzell, Martin A. Interests and factors involved in choosing an occupation. Master's, 1933. Penn. State. 54 p. ms.

Data indicate that the most important factor in the choice of an occupation is the enjoyment, liking, and interest in the work itself.

3411. Henley, Marvin J. Guidance in the small high school. Master's, 1933. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1933: 32-33)

Attempts to determine the guidance practice in small Colorado high schools and to suggest a constructive program for the small high school.

3412. Holliday, Jane. Measuring the value of certain guidance procedures—occupational information and self-analysis. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 387)

3413. Hood, Winona L. The development and present status of vocational guidance in the high schools of Oregon. Master's, 1932. Oreg. St. Agr. Coll. 49 p. ms.

3414. Hughes, Rose Virginia. Use of tests and measurements in the guidance program of a junior high school. Master's, 1933. Boston Univ.

3415. Hunt, Ruth E. Guidance in the smaller communities of New York State. Master's, 1933. Wisconsin.

3416. **Matson, P. W.** Deriving practical instruments for guidance. *Vocational guidance magazine*, 11: 247-54, June 1933. (University of Pittsburgh).

3417. ——— *and* **Miller, Anna F.** Guidance of business students. *Journal of business education*, 8: 9-10, 22, December 1932. (University of Pittsburgh)

3418. ***Jones, Chester Earl.** Guidance in Cape Cod secondary schools. Master's, 1933. Boston Univ. 122 p. ms.

Gives the results of a survey of the Cape Cod junior and senior high schools to determine the nature and extent of educational and vocational guidance, and to determine the guidance needs of the schools.

3419. **Kelly, Margaret Reuther.** Principles of child guidance. Master's, 1933. Creighton.

3420. **Kitson, Harry D. and Stover, Edgar M.** Measuring vocational guidance: a summary of attempts. *Personnel journal*, 11: 150-59, October 1932. (Teachers college, Columbia university)

3421. **Klein, Paul.** Guidance in the evening high-school articulation between day and evening high-school guidance programs. Master's, 1933. Stanford. 96 p. ms.

3422. **Kreidger, Rev. Ildephonse Adolph.** Fostering of vocations for the religious brotherhood. Master's, 1933. Notre Dame. 99 p. ms.

3423. **Love, Leston L.** Guidance problems of high-school seniors. Doctor's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of doctors' dissertations, 10: 205-15)

Attempts to discover and classify guidance problems of high-school seniors as revealed by questions asked of the counselor in individual conferences, and by case records of individual conferences, and to suggest implications with respect to training teachers, counselors and administrators, and organization of guidance programs.

3424. ***McCarthy, Edward James.** Guidance procedures below the junior high school. Master's, 1933. Boston Univ. 114 p. ms.

Discusses the history of the guidance movement, the need of guidance below the junior high school, the activities of progressive systems; and suggests a guidance program.

3425. **McNees, Helen I.** Deriving practical instruments for curricular counseling of junior high school pupils. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 415)

3426. **Martin, Bernice Cox.** The development of vocational guidance in high schools of the United States between 1910 and 1930. Master's, 1933. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher education, 1933: 53-54)

Considers the influence of objective tests, counseling, placement, personnel records, and part-time and continuation schools on the vocational guidance movement.

3427. **Miller, Lura F.** Vocational guidance in public high schools. Master's, 1932. Colo. St. T. C.

3428. **Miller, Vera Alice.** The function of the dean of girls in the secondary school guidance program. Master's, 1933. Ohio. 139 p. ms.

An evaluation of guidance given by Ohio deans of girls made on the basis of information gained from 30 Ohio deans through a combination of interviews and questionnaires.

3429. Neel, Mary O. and Mathews, C. O. The guidance needs of superior college students. Delaware, Ohio Wesleyan university, 1933.
- Studies two groups—a control and an experimental group of superior college students for recommendations in regard to the guidance needs of those failing to do academic work efficiently. Those failing to work efficiently according to their apparent aptitudes and capacities seem to differ in certain significant respects from those who are utilizing their abilities. It seems that more attention should be given to the academic, social and personality problems of the inefficient superior student to prevent vast wastes of human and social values.
3430. Parry, Paul C. The training and certification of guidance counselors in 1930-31. Master's, 1932. Stanford. 101 p. ms.
3431. Penn, Milton. Vocational guidance through reading. Master's, 1933. Stanford. 98 p. ms.
3432. Plessinger, Charles W. The organization of a guidance program in Montgomery county, Ohio, and its results. Master's, 1933. Wittenberg. ms.
3433. Porter, Robert A. Vocations of high school graduates in three counties of northwestern Colorado. Master's, 1933. Colorado. (Abstract in: University of Colorado studies. Abstract of theses for higher degrees, 1933: 63-64)
- Data indicate that the graduates believe that faculty members could aid students in preparing for vocations by giving information about them, attempting to find the students' interests and abilities, and guiding in the selection of courses.
3434. Raht, Arda T. A study in vocational guidance for junior high school children of low mentality. Master's, 1933. Colo. Agr. Coll.
3435. Reynolds, Jesse David. Some factors related to the vocational ambitions of 1,100 Texas boys. Master's, 1933. Texas.
- Analyzes the vocational choices, the reasons therefor, and the means employed in learning about selected occupations of boys in the fifth through the eleventh grades of schools in 10 typical Texas cities.
3436. Rhodes, John C. The experimental basis of high-school pupils' vocational decisions. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 440-41)
3437. Roberts, Guy L. Analysis of the problem of vocational guidance in a soft-coal mining community in 1933. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 443-44)
3438. Rose, Norman L. A study of vocational and educational guidance needs of men in evening high schools. Master's, 1933. Michigan. 90 p. ms.
3439. Rudolph, M. O. Vocational education in the Bogalusa city schools. Master's, 1933. Louisiana. 107 p. ms.
- Surveys vocational interests of pupils in high school and occupations in community for the purpose of formulating a program of vocational education for the high school.
3440. Russell, J. C. The vocational choices of the high-school pupils of Lincoln parish, La., and some of the factors influencing the choices. Master's, 1933. Louisiana.
3441. Ryan, Rev. Thomas Aloysius. Vocational guidance as a means in determining aptitudes for ordination. Master's, 1933. Catholic Univ. 29 p. ms.
3442. Sloan, Paul W. A study of the vocational-guidance movement in secondary education. Master's, 1933. Ohio. 180 p. ms.

3443. Smith, Sara-Jane Minerva. A study of physical defects and their significance in vocational counseling and guidance. Master's, 1932. Michigan. 72 p.

3444. Stemple, F. W. Guidance course, West Virginia course of study. Morgantown, West Virginia university, 1933. ms.

3445. Trego, Ernest E. Counseling in the Manitou, Colorado, junior and senior high school. Master's, 1933. Colo. Agr. Coll.

3446. Van Loan, Wendell. Orientation as a unifying procedure in guidance. Master's, 1933. Oregon. 80 p. ms.

3447. Walker, Obziene M. The educational guidance needs of junior high school pupils. Master's, 1933. Howard. 59 p. ms.

3448. Wheeler, Mildred Rogers. Evolution of the guidance idea, with special reference to education in the United States. Master's, 1933. Texas.

3449. Will, Arthur H. Secondary school guidance in Wisconsin communities of 10,000 or over. Master's, 1933. Wisconsin.

3450. *Williams, Wesley F. A study of the need for guidance in the schools of White Plains, N.Y. Master's, 1933. New York. 45 p. ms.

Contains a list of questions children ask in junior and senior high school and shows that pupils desire guidance but are not receiving the help that they want.

3451. Wilson, Nora. A comparative study of the effectiveness of two ways of presenting vocational information. Master's, 1932. Michigan. 55 p.

3452. Winkler, Willis H. A survey of the trends in home guidance in the secondary schools of America. Master's, 1933. Wittenberg. ms.

3453. Wiseman, Charles S. A study of guidance policies in the secondary schools of West Virginia. Master's, 1933. Ohio. 102 p. ms.

3454. Witty, Paul A. and Lehman, Harvey C. Further study of vocational interests and attitudes. Evanston, Ill., Northwestern university, 1933.

3455. Zoerb, Donald V. Guidance programs for high-school pupils. Master's, 1932. Wisconsin.

EXTRACURRICULAR ACTIVITIES

3456. Alameda, Mathilde Souza. Extracurricular activities in the secondary schools of Hawaii. Master's, 1932. Hawaii.

3457. *Anderson, Margaret Ellen. A personnel study of the women students who held office in extracurricular activities at Syracuse university, 1931-32. Master's, 1933. Syracuse. 73 p. ms.

Attempts to determine some of the factors which are common among all of the women students who held offices in campus activities, some of the factors in the social background of the senior women in the study, and to give a composite evaluation of the students' opinions concerning the values which they received from participation.

3458. Baxter, Kirk Sawyer. An intensive study of the organization of certain major student activities. Master's, 1932. Washington. ms.

3459. Bing, Kenneth L. The Boy scout merit badge system. Master's, 1933. Minnesota.

Studies activities, teaching materials, badge requirements and award procedures, with special reference to industrial education.

3460. Bishop, Samuel Dewey. The relationship between the amount of participation of high-school students in extracurricular activities and their socioeconomic status. Master's, 1933. Northwestern. ms.

3461. Bronson, Zola. Boys' club membership turnover and mortality. Doctor's, 1933. New York. 600 p. ms.

3462. Burton, Stanton W. The effect of participation in high-school extracurricular activities on the choice of a vocation. Master's, 1932. Michigan. 44 p.

Data were secured for 638 students entering the University of Michigan as freshmen in 1928. from the university admission blanks and other records at the university. Extracurricular activities affected vocational choice, particularly in music and athletics. Tentative vocational choices had been made by about 67 percent of the students.

3463. Clarke, Nettie M. A proposed course of study for 4-H club leaders. Master's, 1933. Purdue.

Studies the training, methods used and experience of outstanding leaders of 4-H club work.

3464. Cramer, Rolla B. Financial administration of high-school extracurricular activities. Master's, 1933. Michigan. 120 p. ms.

3465. *Daggett, J. B. A study of the leisure time activities of 200 junior high school pupils of Westfield, New Jersey. Master's, 1932. New York. 28 p. ms.

Compares a group of pupils whose intelligence quotients were below 95 with a group whose quotients were above 125, and finds that pupils of high intelligence and high scholastic rating do the same things in their leisure time as pupils of lower intelligence and lower rating.

3466. *Dean, Elizabeth Alice. The Latin club in the junior high school. Master's, 1933. Boston Univ. 63 p. ms.

Presents a program of activities suited to the interests and abilities of early adolescent pupils.

3467. Dillon, John H. The status of industrial education club work in Indiana. Master's, 1933. Indiana.

3468. Doshler, Otto D. The relationship between participation in the Reserve officers training corps and scholarship in the Manual training high school of Kansas City, Mo. Master's, 1933. Kansas. 52 p. ms.

Finds no relationship between varying degrees of participation in the corps and scholarship.

3469. Eggert, Walter Albert. Extracurricular activities of the rural school teacher. Master's, 1932. Northwestern.

3470. Emsworth, E. Jessamine. Influence of high-school participation in extracurriculum activities. Master's, 1933. Louisiana. 58 p. ms.

An investigation of records of 106 graduates of Ruston (La.) high school who entered the Louisiana polytechnic institute.

3471. Evans, Hilda. An investigation of some of the factors that influence pupils in their choice of clubs in a representative junior high school. Master's, 1932. Temple. 86 p. ms.

Studies intelligence, occupation of fathers, school grade, chronological age, sex, foreign parents, and race to determine their effect upon the selection of clubs.

3472. *Fisher, Herbert L. A comparative study of athletic departments in clubs affiliated with the Indianapolis athletic club. Master's, 1932. New York. 65 p. ms.

3473. Ford, Kathleen Rice. The relationship of self-help to academic grades and participation in extracurriculum activities of 204 women students at Iowa State college, 1932-33. Master's, 1933. Iowa St. Coll.
3474. Fuhrmann, Leila E. A. A program of activities for girls' clubs, supplementing the experience of the home, school, and church. Master's, 1933. Temple. 101 p. ms.
3475. Gallagher, May A. Civic values in pupil activities. Master's, 1933. Boston Univ. 116 p. ms.
3476. Good, Leonard Frances. Financial administration of extracurricular activities. Master's, 1933. Colo.St.T.C.
3477. Goodier, Robert M. Factors that influence extracurricular participation in 4 South Jersey high schools. Master's, 1933. Rutgers.
3478. Gruhn, William L. The administration of club activities in junior high schools. Master's, 1933. Minnesota. 160 p. ms.
3479. Hartman, Russell C. A study in pupil appreciation of assembly programs presented during one school year at the Oskaloosa (Iowa) high school. Master's, 1932. Wisconsin.
3480. Harvey, C. C. Leisure time activities of boys and girls in mining communities of West Virginia. Master's, 1932. Miami. 97 p. ms.
3481. Hawkinson, Lawrence A. A study of extracurricular activities in junior high schools in San Francisco. Master's, 1933. Stanford. 182 p. ms.
3482. Henson, Homer H. To determine a method of procedure for the organization and control of a school newspaper. Master's, 1933. Colo. Agr. Coll.
3483. Hill, Wallace. Programming to increase Boy scout tenure. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 599)
3484. Holmes, Nellie Mildred. The extent of participation in voluntary group activities in Lansing central high school. Master's, 1933. Mich. St. Coll. 88 p. ms.
3485. Howe, Knowles C. Physical activities in boys' clubs in certain Wilshire district churches in Los Angeles. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 84, October 1933)
3486. Hulbert, Carl. Commencement activities in Wisconsin high schools. Master's, 1933. Minnesota. 126 p. ms.
3487. Jacobs, Thelma E. The training values in extracurricular activities for the primary grades. Master's, 1932. Okla. A. and M. Coll. 52 p. ms.
Sets up an extracurricular activity program for primary grades.
3488. Jarrett, Paul K. A study of the relationships between the amounts of money expended by the various extracurricular activities of certain high schools in Pennsylvania and the numbers of pupils participating in them. Master's, 1933. Bucknell. 41 p. ms.
3489. Johnson, Jennie Elizabeth. Influence of club activities on the socialization and character of junior high school students. Master's, 1933. Mich. St. Coll. 162 p. ms.
3490. Jones, Jason Wilson. The educational guidance values of 4-H clubs. Master's, 1932. Kans.St.T.C., Pittsburg.

3491. Knox, James A. A study of the reaction of 1,206 pupils to the high-school assembly. Master's, 1932. Kans.St.T.C., Pittsburg.

3492. Lackey, Ralph L. The organization, administration and activities of a boy's club in high school. Master's, 1932. Stanford. 86 p. ms.

3493. *Lancaster, Richard C. A study of the persistence of new entrants into the secretaryship of the Young men's Christian association. Master's, 1932. New York. 57 p. ms.

Analyses were made of 1,002 new entrants for five different years in an attempt to determine factors associated with tenure in the Y.M.C.A. secretaryship.

3494. Laws, W. Edward. Financial accounting of extracurricular activities in the non-urban schools of Ohio. Master's, 1933. Ohio. 78 p. ms.

3495. Lebold, Adrian Ginther. A study of personality traits of 400 eagle scouts. Master's, 1933. Wittenberg. ms.

3496. Lovellette, Normal. A study of the problems of high-school newspapers in Illinois. Master's, 1933. Illinois.

3497. *Ludwig, George Philip. Attitudes and convictions of pupils and teachers of seventy West Virginia high schools toward cocurricular activities. Master's, 1933. West Virginia. 79 p. ms.

Studies membership in clubs; distribution of elective offices among pupils; required participation in cocurricular activities; effect of participation on scholarship; scholastic limitation of membership; value of different kinds of clubs; effect of these activities on social life in high school; their vocational value; time of club meetings; length of the cocurricular period; normal pupil activity load; recognition of cocurricular activities; and gives suggestions for improving them.

3498. McCarthy, John Vincent. Boys' clubs—a factor in training for citizenship. Master's, 1933. Notre Dame. 42 p. ms.

3499. McKown, Harry C. Commencement activities. New York City, Macmillan company, 1932. 310 p. (University of Pittsburgh)

Describes the significance of commencement and basic principles of organization, details of commencement activities and procedures, standard graduation programs, and gives a scale for rating commencement activities.

3500. McMurray, Guy R. A study of the values associated with participation in the extracurricular activities of a high school. Master's, 1933. Kansas. 96 p. ms.

Studies self-determined values to participants in extracurricular activities in the Fort Scott, Kans., high school.

3501. Main, George O. A critical study of the extracurricular activities in seven Illinois high schools. Master's, 1933. Iowa. 345 p. ms.

3502. *Mechtly, Ivan Royer. The correlation of time spent on extracurricular activities and improvement with intelligence held constant. Master's, 1933. Penn. State. 24 p. ms.

Attempts to determine how student participation in extracurricular activities correlates with their improvement in C's traditional fields of knowledge, as measured by achievement tests. Data indicate that participation in extracurricular activities did not greatly help or hinder the students in the Red Lion high school for the period studied.

3503. Nation, Marion Allen. The objectives and values of clubs in the junior high schools of southeast Kansas. Master's, 1932. Kana.St.T.C., Pittsburg.

3504. Noble, Guy Lee. History and development of the 4-H club movement with an outlook report on the future. Master's, 1933. Iowa St. Coll.

3505. Palmer, Don H. A study of some of the problems of the development of a club program in junior high school. Master's, 1932. Michigan. 50 p. (Abstract in: University of Michigan. Abstracts of dissertations and theses in education, 1931-32. Monograph no. 2: 91)

3506. Peach, Harry L. Extracurricular activities at Brooklyn City college. Doctor's, 1933. New York. 214 p. ms.

Attempts to determine whether the extracurricular activities at Brooklyn City college give the students opportunities for practice in social relationship and function as a laboratory for citizenship.

3507. Porter, Mrs. Caroline W. Extracurricular activities of an elementary school. Master's, 1932. T.C., Col. Univ. 41 p. ms.

3508. Robbins, Woodard. Present practices in extracurricular activities in senior high schools of Texas. Master's, 1933. Texas.

3509. Scott, Oliver Winfield. The organization and administration of extracurricular activities in the junior high schools of Texas. Master's, 1933. Texas.

3510. Tedmon, Bob Seward. A survey of extracurricular activities in 15 high schools in southern Colorado. Master's, 1933. Colo. Agg. Coll.

3511. Thomas, Olen Cleo. Financing extracurricular activities in Texas high schools. Master's, 1933. Texas.

3512. Truxton, Sharlett Flosie. A study to determine the effect of campfire membership on the social adjustment of girls. Master's, 1932. Michigan. 61 p.

FAILURES

3513. Avery, Susan Vernetta. A survey of sixth grade failures in Sioux City public schools. Master's, 1933. South Dakota. 50 p. ms.

3514. Campbell, Ina. Case studies of term failures in the junior high school. Master's, 1932. Minnesota. 136 p. ms.

3515. Carroll, Howard B. A case study of failure among boys in an American city high school. Master's, 1933. Brown. 55 p. ms.

The 5 chief causes of failure found, listed in order of frequency, were: home conditions caused by prolonged unemployment of father; improper curricular choices; outside interests; ineffective study habits; day-dreaming.

3516. Ewing, Earl Granville. An analysis of high-school failures. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 83, October 1933)

3517. Hart, William H. A study to determine the causes of failure of pupils to receive promotion from grade one in the Fordson public schools, with suggestions for improvement. Master's, 1933. Michigan. 74 p. ms.

3518. Knoblauch, A. L. Some factors involved in success or failure in ninth grade. Master's, 1933. Michigan. 50 p. ms.

3519. Leibold, Elizabeth. A critical analysis of the transition program as a means of preventing first-grade failure. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 85, October 1933)

3520. Marts, Andrew Jackson. Elimination of high-school failures through a boys' adviser's counseling program. Master's, 1933. Denver. 83 p. ms.

Describes an attempt on the part of a dean of boys to change 67 sophomore boys and girls from unsuccessful to successful workers through a program of counseling. Procedure followed was based largely upon individual and group conferences.

3521. Maughan, Reese P. The relationship between reading ability and high-school failure. Master's, 1932. Stanford. 76 p. ms.

3522. Noble, Georgia. Factors determining the success or failure of eleventh- and twelfth-year pupils. Master's, 1933. N.Y. St. Coll. for Teach.

3523. Stone, Clark Hartman. Reducing failures in West high school, Denver. Master's, 1933. Denver. 52 p. ms.

3524. Watt, Reginald Rufus George. A study of student progress through college with special reference to failure. Doctor's, 1933. Southern California. (California quarterly of secondary education, 9: 81, October 1933)

MARKS AND MARKING

3525. Arkenberg, Stella Louise. The scholastic records of junior high schools as factors of effective prognosis in senior high school. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 81, October 1933)

3526. Babb, Harvey Arthur. Marking systems in Kentucky high schools. Master's, 1933. Kentucky. 84 p. ms.

3527. Brandon, James D. A study of scholastic marks of high-school boys. Master's, 1933. Peabody. 43 p. ms.

Studies marks of high school boys in 8 secondary schools located in Davidson county, Tenn. A comparison of the marks of athletic participants and non-athletic participants shows that the athletic participants had the higher scholastic marks.

3528. Cram, William Arthur. The validity and reliability of teachers' grades in 5B arithmetic. Master's, 1932. Oregon. 111 p. ms.

3529. Crites, Vera A. A study of some non-intellectual factors influencing scholastic ratings of high-school girls. Master's, 1932. Cincinnati.

3530. Darling, Herbert D. The value of freshman marks as indicators of college success. Master's, 1933. Mass. St. Coll. 118 p. ms.

3531. Davison, Frank M. A comparison of teachers grades and scores of the Iowa academic meet tests. Master's, 1933. Iowa. 112 p. ms.

3532. Donovan, H. L. and Jones, William C. The ability of college students to predict their grades. Peabody journal of education, 11: 18-24, July 1933. (Eastern Kentucky State teachers college)

Data on 703 students indicate that 58.9 percent of the grades were correctly predicted.

3533. Garrett, Homer Lycurgus. Predictive value of high-school records with special reference to rank-in-class. Doctor's, 1933. Stanford. (Abstract in: Stanford university. Abstracts of dissertations for the degrees of doctor of philosophy and doctor of education, 1932-33. Fifth series, no. 158, p. 183-85)

Involves the records of 324 graduates from 136 public high schools in the State of Louisiana. Data indicate that the records for the last two years of high school are superior as a basis for predicting college success, to the records of three or four years; that certain academic subjects, such as English and mathematics, have greater predictive value than others.

3534. Gifford, George E. A study of the marks of a certain group of high-school graduates in Maryland and their relationship to marks received in colleges and normal schools. Master's, 1933. Maryland. 51 p. ms.

3535. Hagedorn, Ella Blake. Teachers' practices in assigning and distributing marks. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 83, October 1933)

3536. Jones, William C. The time element in grade determination. Peabody journal of education, 10: 155-60, November 1932. (Eastern Kentucky State teachers college)

Attempts to determine the relation between the midsemester grades and the final grades in the Eastern Kentucky State teachers college, based on reports for the first semester of the academic year 1931-32.

3537. Kim, Hyung-Min. A study of the marking systems for citizenship rating in Michigan high schools. Master's, 1933. Michigan. 53 p. ms.

3538. Kirkpatrick, Thurl J. An analysis of the high-school records of dental graduates. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 394-95)

3539. Labarge, Robert B. A comprehensive study of the distribution of marks at the Massachusetts State college. Master's, 1933. Mass. St. Coll. 138 p. ms.

3540. Long, Frank E. A determination and comparison of the variation in distribution of achievement and of citizenship marks as assigned by individual teachers in the various divisions of the University high school. Master's, 1932. Michigan. 88 p.

3541. Long, Harry E. An analysis of the high-school records of graduates of the school of medicine of the University of Pittsburgh. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 403-404)

3542. MacNeil, Helen Bosson. High-school grades as a criterion of college aptitude. Master's, 1932. Hawaii.

3543. Marshall, M. V. A study of relation between college marks and choice of vocation. Lancaster, Pa., Franklin and Marshall college, 1933.

Studies the marks of 100 college seniors, and compares those of the persons who had chosen a vocation before entering college with those who had not, and compares the marks made on subjects related to the vocation with marks on all other subjects.

3544. Masters, Harry V. and Upshall, C. C. The interpretation of grade-point averages in terms of letter grades. Bellingham, Washington State normal school, 1933. 14 p. ms.

3545. Payne, Seborn Julius. A study of some factors that tend to affect freshmen college algebra grades. Master's, 1933. Okla. A. & M. Coll. 37 p. ms.

3546. Percival, Harry F. An experimental study of the value of a uniform system of marking in three normal schools of one state. Doctor's, 1933. Harvard. 261 p. ms.

Studies the marking system in all of the normal schools of one State, formulates a system of marking which promises to eliminate the worst features of the plans of marking found in use in these schools, and reports the results of an experiment carried out in an experimental group of schools and classes.

3547. Phinney, William B. The relation between college marks and outside activities. Master's, 1933. Mass. St. Coll. 74 p. ms.

3548. Pierle, Mrs. Helen Parson. A comparative study of students on basis of scholarship. Master's, 1933. West Texas St. T.C. 150 p. ms.

3549. Prout, Dale. A comparative study of the intelligence quotients and grades of high-school pupils on special courses and those on academic courses.

Master's, 1932. Ind.St.T.C. 94 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 4: 285-86, July 1933)

Compares the I.Q.'s of pupils majoring in industrial arts and commerce with those majoring in academic subjects, and compares pupils' grades in the special subjects with their grades in the academic subjects.

3550. Prude, Mary Eloise. A comparative study of the grades of high-school and college students in certain sciences common to both. Master's, 1933. Alabama. 84 p. ms.

3551. Rafiniski, Victor J. A study of the marking system of a small Catholic college. Master's, 1933. Fordham.

3552. Richardson, Robert. The relationship between intelligence as measured by the intelligence quotient and school scholarship and citizenship as scored by school marks. Master's, 1933. Michigan. 62 p. ms.

3553. Roberts, Roy Lee. A comparative study of intelligence quotients and teachers' marks of athletes and non-athletes at Hilo high school. Master's, 1932. Hawaii.

3554. Robertson, Guy E. Analysis of the high-school records of engineering graduates. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 444-45)

3555. Salley, Florence U. The effect of the removal of tonsils and adenoids upon scholarship ratings. Master's, 1933. Brown. 29 p. ms.

Finds that a group of between 40 and 50 pupils who had their tonsils and adenoids removed improved in reading, but not in arithmetic or spelling, and that the improvement was not great.

3556. Sorrell, Grace Elizabeth. Relation between certain language abilities and college grades. Master's, 1933. N.C.St.Coll.

3557. Whitehouse, F. Differentiation within and among major groups. Ypsilanti, Michigan State normal college, 1932. 49 p. ms.

Reports a comparative study of scores made by departmental majors on the American council psychological examinations showing that the students majoring in Latin have the highest standing.

3558. Wickerham, Donald S. Correlation of teachers' marks with personality ratings. Master's, 1933. Ohio. 125 p. ms.

Finds that women teachers are affected by the personality of their pupils more than are men teachers, and that the correlation between marks and personality is higher for boys than for girls.

3559. Williams, F. Earle. An application of statistical method in an effort to improve the results of a high school marking system. Master's, 1933. Mass. St. Coll. 77 p. ms.

3560. Woolman, Benjamin B. Relationship between general intelligence and school marks in junior high school manual training and English. Master's, 1933. New Mexico. 43 p. ms.

REPORTS AND RECORDS

3561. Barnett, Irwin Spicer. Public school reports to parents in Wyoming. Master's, 1933. Wyoming.

3562. Bledsoe, Luther E. The permanent cumulative record on the junior college level. Master's, 1933. West Virginia. 72 p. ms.

From a study of the literature in the field of records, and from record and report forms used in various junior colleges, a permanent record form was devised.

3563. **Browning, Roy W.** A study of the annual reports of school district clerks in 51 selected third class cities in Kansas during the year 1928. Master's, 1933. Kansas. 80 p. ms.
3564. **Chriswell, Marcus Irving.** Improvement of personality record card system in Buffalo technical high school. Master's, 1932. Buffalo.
3565. **Deaton, Joseph Charles.** A study of high-school records, forms, and reports other than financial in five Missouri cities. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 82, October 1933)
3566. **Drake, Fred Philo.** Permanent student personnel records in Oklahoma high schools. Master's, 1933. Okla. A. & M. Coll. 55 p. ms.
3567. **Gaulke, Orville N.** A proposed system of records for the head of a high-school commercial department. Master's, 1933. Iowa.
3568. **Hammer, Louise Oakes.** A permanent record form for students of teacher-training institutions. Master's, 1933. Peabody. 50 p. ms.
3569. **Ingram, Katherine Priscilla.** Pupil reports used in the laboratory schools of teachers colleges. Master's, 1933. Peabody. 96 p. ms.
3570. **Kissack, Elmer Richard.** Forms (printed and mimeographed) used in administering the pupil personnel of junior and senior high schools in selected cities of the United States. Master's, 1933. Wyoming.
3571. **Likely, Robert H.** An internal accounting system for Maryland county high schools. Master's, 1933. Maryland. 78 p. ms.
- Studies general literature and present accounting practices in Maryland high schools, and finds that the outstanding weaknesses of the present system are: failure to prepare and use a budget in a large proportion of the schools, and failure to provide and employ a valid audit in about two-thirds of the schools studied.
3572. **Love, Malcolm A.** Classification of expenditures in state department of education reports. Master's, 1933. Iowa. 226 p. ms.
3573. **McLaughlin, Harry N., and Spangler, Charles A.** Some short studies based on the 1932-33 annual reports of the accredited public high schools outside of Chicago. Urbana, University of Illinois, 1933. 2 p. ms.
3574. **Ver Beek, John J.** A comparative study of report cards to parents in Michigan. Master's, 1933. Michigan. 83 p. ms.
3575. ***Ward, Jesse Lynn.** A critical analysis of criteria found in faculty personnel record forms in 100 institutions of higher learning. Doctor's, 1933. Ohio. 253 p. ms.

RETARDATION AND ELIMINATION

3576. **Ellis, Olive E.** A study of certain factors contributing to elimination and failure in one or more subjects in the ninth grade, of the Marion township high school, 1930-31. Master's, 1932. Northwestern.
3577. **Gough, Elizabeth.** Some factors in social background that affect academic mortality. Master's, 1932. South. Methodist.
3578. **Heinowski, Sister Mary Rosaire.** Pupil mortality of original members of three graduating classes in 19 parochial four-year high schools of the archdiocese of Dubuque. Master's, 1932. Notre Dame.
3579. **Lightfoot, Georgia.** Two years after: a study of the adjustment of a group of retarded seventh-grade children as revealed by subsequent history. Master's, 1933. Michigan. 106 p. ms.

3580. Middleton, W. E. Relation of home conditions and family occupation to elimination in Franklin parish high schools. Master's, 1933. Louisiana. 60 p. ms.

Investigates the elimination and persistence of 855 high-school pupils over a period of 6 years with reference to family occupation and home conditions.

3581. Neuman, George W. Reclamation of educationally but not mentally retarded pupils. Master's, 1933. Temple. 68 p. ms.

Finds that retarded children who are not mentally deficient should be given an opportunity to regain lost ground; that summer schools do not help greatly, and that case study and incidental promotion reduce "overageness."

3582. Speer, Robert Lee. Elimination in Sherman, Texas, high schools. Master's, 1933. Colorado. (Abstract in: University of Colorado studies. Abstract of theses for higher degrees, 1933: 74)

Data indicate that the pupils leaving school are, as a class, handicapped in home environment, intelligence, achievement, school adjustment, character traits, and activity participation, when compared with those remaining in school.

STUDENT SELF-GOVERNMENT

3583. Blair, Maurice-Guernsey. Organization and administration of student body government associations in the senior high schools. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 81, October 1931)

3584. Hartshorn, Chris B. Pupil participation in high-school government in Iowa. Master's, 1932. Drake.

3585. Haugen, Stella J. Student participation in school control in the high schools of North Dakota. Master's, 1933. North Dakota.

3586. *Moore, Leslie D. The status of pupil participation in school control in the secondary schools of West Virginia. Master's, 1933. West Virginia. 108 p. ms.

Discusses the nature, extent, organization, administration and supervision of the pupil participation government; the nature and extent of the activities concerned; the objectives that should be set up for the operation of pupil participation program; the manner in which pupil participation stimulates and develops certain values; and the probable future of pupil participation in West Virginia schools.

TEXTBOOKS

3587. Albright, Ray. The development of arithmetic textbooks in the United States. Master's, 1933. Butler. 53 p. ms.

Shows that there has been a greater change in the material of instruction in arithmetic between 1920 and 1930 than there was between 1820 and 1920.

3588. Allen, Charles Edward. A comparative study of the vocabulary content of nine textbooks in solid geometry approved for use in Kentucky high schools. Master's, 1933. Kentucky. 117 p. ms.

3589. Anderson, May Gertrude. Written problems in arithmetic textbooks 1808-1930. Master's, 1933. Boston Univ. 557 p. ms.

3590. Armstrong, Sister Mary Maurice. A comparison of the results of the oral recitation-testing and the rapid-first-reading methods of using the textbook. Master's, 1932. Notre Dame.

3591. Ayres, Lawrence Raymond. A comparison of the most frequent science allusions found in periodicals with the contents of general science textbooks. Master's, 1933. Colo.St.T.C.

3592. Bailey, Robert A. The learning activities in ninth-grade composition books. Master's, 1933. Iowa. 171 p. ms.
3593. Bennett, Frank B. A comparative analysis of elementary arithmetic textbooks on the 10 criteria set up by the Oregon State textbook commission. Master's, 1933. Oregon. 101 p. ms.
3594. Bishop, Ruth. Arithmetical concepts in a fourth grade geography textbook. Master's, 1933. Iowa. 138 p. ms.
3595. Black, Sara Catherine. First year Latin texts and the Classical investigation. Master's, 1932. Northwestern.
3596. Blackburn, Casper K. Spain and United States in American history textbooks—an essay on nationalism. Master's, 1933. T.C., Col. Univ. 44 p. ms.
3597. Blamey, Iva May. An analysis of English textbooks. Master's, 1933. Colo. St. T.C.
3598. Bongiorno, James J. A study of Dr. Robert Lowth's "A short introduction to English grammar" and a comparison of its contents with usage. Master's, 1933. Michigan. 119 p. ms.
3599. Bryan, Charleyne. A high-school edition of canto 8 of book 3 of Spenser's Faerie Queene. Master's, 1932. Okla. A. & M. Coll. 30 p. ms.
Explains and gives a background of the period, explains the meaning of the unusual words, and shows how the word allegory applies to the story of canto 8.
3600. Bush, Charles H. The vocabulary of a certain high-school elementary physics text which makes comprehension difficult. Master's, 1933. Michigan. 75 p. ms.
3601. Butler, James Overton. The treatment of the Negro in southern school textbooks. Master's, 1933. Peabody. 59 p. ms.
Studies 56 textbooks adopted for use in southern states, covering the subjects history, civics and problems of democracy. Findings: The writers of the histories analyzed do not ignore the Negro in American life, but pay more attention to the Negro as a slave than as a factor in our modern life. The civics and problems of democracy textbooks surveyed reveal that 19 of the 28 ignore the subject of the Negro. The 9 textbooks which treat the Negro, with one exception, give the pupils sufficient facts concerning the Negro to show that there is a very pressing problem and the solutions which have been suggested for the problem.
3602. Chriesman, Mary. Discrepancies between criteria of Classical investigation and third semester texts. Master's, 1933. Peabody. 112 p. ms.
3603. Cole, Carl E. An analysis of the war content of 30 junior and senior high school American history textbooks. Master's, 1933. Minnesota. (Abstract in: National education association, Department of secondary school principals. Abstracts of unpublished masters' theses in the field of secondary school administration. Bulletin no. 47, p. 17-18)
Finds a marked decrease in the war content of American history textbooks published since the World War.
3604. Coles, Victor. A study of the vocabulary content of certain secondary school biology textbooks. Master's, 1932. Cincinnati.
3605. Cooper, Hugh. A rating of 11 well-known beginning reading series based upon an analysis of the rate of introduction of new vocabulary words, the type sentence used, and the subjective rating of these readers by 150 public school educators. Master's, 1932. Michigan. 201 p.
3606. Cooper, Ruth. An analysis of pre-primers. Master's, 1933. Peabody. 96 p. ms.

3607. Copeland, Henry Ivan. Overlapping of content in civics texts for junior and senior high schools. Master's, 1933. Peabody. 55 p. ms.

3608. Coursin, Jean Baird. An analysis of the content of certain readers for the intermediate grades. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 253-54)

3609. Covill, Keitha M. An analysis of current office practice textbooks. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in education, and bibliography of publications, 9: 354-55)

3610. Creese, Helen A. An evaluation and classification of pictures used in geography texts from 1880 to 1930. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 356-57)

3611. Cummings, Mable E. Comprehension of quantitative statements in social science textbooks. Master's, 1933. Iowa. 247 p. ms.

3612. Dalrymple, Marion Esther. A study of the present use of decimals in industries periodicals and textbooks. Master's, 1933. Boston Univ. 77 p. ms.

Attempts to determine the usage of decimals outside the schoolroom, and to compare it with school practices.

3613. Dardenne, Roger K. The factual content of biology textbooks compared with criteria as determined by certain investigations. Master's, 1933. Northwestern. ms.

3614. Davis, Hilda Womack. An analysis of selected third grade social studies books. Master's, 1933. Peabody. 89 p. ms.

Determines the nature and amount of material contained in 44 selected social studies books for the third grade.

3615. Davis, Margaret Morton. The vocabularies of two direct-method elementary texts for teaching English to foreigners. Master's, 1932. Alabama. 83 p. ms.

3616. Debus, Earl S. A determination of scientific principles as found in 14 widely used high-school chemistry textbooks. Master's, 1932. Michigan. 90 p.

3617. Doane, Roland C. A study of vocabularies of 25 Spanish reading texts to determine to what extent they diverge from Buchanan's "Basic vocabulary of 1800 words." Master's, 1932. Temple. 47 p. ms.

3618. Dolch, E. W. Efficiency of primers. Journal of educational research, (University of Illinois)

Deals with the relative efficiency of primers and attempts to stimulate superintendents to investigate for themselves.

3619. Donohoe, Rev. Hugh A. Nationalism in the textbook. Master's, 1933. Catholic Univ. 131 p. ms.

3620. Dowden, Ruth I. An analysis and evaluation of 12 series of readers for grades 1, 2, and 3. Master's, 1932. Cincinnati.

3621. Dudley, Marion Sylvan. An evaluation of junior high school American history textbooks and the preparation of a list of textbooks to be used in

this line. Master's, 1933. Ind.St.T.C. 74 p. (Abstract in: Indiana State teachers college. Teachers college journal, 4: 308-10, July 1933)

Attempts to determine the objectives for teaching American history in the junior high school, to set up criteria for selecting textbooks to meet these objectives, and to use these criteria to select a list of textbooks suitable for use in a junior high school American history course.

3622. Elder, Laura Margaret. A determination of vocabulary grade placement of certain home economics textbooks. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 83, October 1933)

3623. Elliott, Catherine Janette. An analysis of the content of certain work-type readers. Master's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 8: 323-24)

3624. Epling, Thelma B. An experimental investigation of the relative difficulties of the vocabularies of certain geography textbooks. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 83, October 1933)

3625. Erwin, Cecil B. A study of the vocabularies in recently written first- and second-year high-school Latin texts to determine the probable influence of the Latin word list of the College entrance examination board. Master's, 1933. Ind. St. T.C. 105 p. (Abstract in: Indiana State teachers college. Teachers college journal, 4: 294-95, July 1933)

Examines 6 Latin texts to determine whether their vocabularies were influenced by the first and second year Latin word list of the College entrance examination board of New York. An investigation was made to ascertain how many words of the Latin word list had at least one English derivative.

3626. Faith, Emil F. An analysis of the contents of 10 commonly-used textbooks in high-school American history. Master's, 1932. Wisconsin.

3627. Flanders, Mark J. Mathematical skills involved in the solution of problems in L. B. Spinney's "A textbook of physics." Master's, 1933. Iowa. 60 p. ms.

3628. Forchtner, Frank. The adaptation of recent high-school biology textbooks to curriculum needs. Master's, 1933. South Dakota. 48 p. ms.

3629. *Gabel, Rev. Richard James. A comparative study of some high-school religious texts. Master's, 1933. Catholic Univ. 82 p.

3630. Gargle, Irma N. A comparative study of the treatment of the War of 1812 in English and American secondary school history textbooks. Master's, 1933. Coll. of the City of N.Y. 100 p. ms.

Attempts to determine the extent to which similarities and differences exist in the histories of England and the United States with regard to the question, illustrations, personages, causes, events, equipment, results, and the amount of space devoted to the War of 1812. Ten textbooks representative of those used in the secondary schools of the United States and 10 textbooks representative of those used in the secondary schools of England were selected for this purpose.

3631. Garner, Alta Roberta. A survey of the status of oral reports in the published books on the teaching of English. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 83, October 1933)

3632. Godson, William F. H., Jr. A procedure leading to the writing of a solid geometry textbook to meet the requirements of the college entrance examination. Master's, 1932. Temple. 81 p. ms.

3633. Graham, Mary Elizabeth. Analysis of eight civics textbooks. Master's, 1933. Peabody. 43 p. ms.
3634. Groves, Forest T. Status of free textbooks in the United States with special reference to Ohio. Master's, 1933. Ohio. 105 p. ms.
Shows that 24 states and the District of Columbia have mandatory free textbook legislation, 20 states have permissive legislation and 4 states have legislation which applies only to indigents; 35 Ohio city and exempted village school districts furnish all or part of their textbooks free, a number of counties furnish some or all textbooks free.
3635. Guessaz, Louis A., jr. Collateral readings listed in problems of American democracy textbooks. Master's, 1933. Peabody. 102 p. ms.
3636. Halloyan, Sister Francis Therese. Religion texts in Catholic high schools, 1890-1900; 1920-1932: A study of trends in textbook construction. Master's, 1933. St. Louis. 83 p. ms.
3637. Hamilton, Marion Helen. Studies in the vocabulary of second-year French reading texts. Master's, 1932. Iowa.
3638. Hartley, Marshall F. A rating scale for elementary bookkeeping textbooks. Master's, 1933. Iowa.
3639. Hinton, Charles M. A comparative study of the usefulness of the different types of graphs used in junior high school mathematics textbooks. Master's, 1932. Ind.St.T.C. 92 p. (Abstract in: Indiana State teachers college. Teachers college journal, 4: 297-98, July 1933)
3640. Hyink, Walter J. B. The vocabulary burden of Wheat and Fitzpatrick's "Advanced biology textbook." Master's, 1933. Michigan. 117 p. ms.
3641. Isa, Samuel S. Comparison of informational content in civics textbooks for junior and senior high schools. Master's, 1932. Michigan. 85 p. ms.
3642. Ivens, Howard J. The determination and evaluation of some scientific principles as found in six widely used textbooks of physics. Master's, 1933. Michigan. 114 p. ms.
3643. Johnson, Edward T. A critical analysis of biology textbooks. Master's, 1933. Ohio. 85 p. ms.
3644. Johnston, Ila Louise. Nature and content of basal second and third readers. Master's, 1933. Peabody. 80 p. ms.
Analyzes selections found in basal second and third readers, now state adopted, and compares them with children's interests.
3645. Jones, Isabelle B. A study of textbooks and references for home economics available in Iowa high schools and their relation to the use of the State course of study. Master's, 1933. Iowa.
3646. Kay, Riley A. The determination and evaluation of some scientific principles as found in six widely used textbooks of physics. Master's, 1932. Michigan. 97 p.
Finds little agreement between the seven college and seven high-school teachers of physics who acted as judges, on either the validity of the principles or their value.
3647. Kepler, Archia. Incidence of true and privately purchased textbooks. Master's, 1933. Iowa.
3648. Kilburn, Hyrum Parley. An analysis of American history texts in the eighth grade and an evaluation of content or materials of current eighth grade history texts according to the objectives set up by the American historical society. Master's, 1933. Utah St. Agr. Coll.

3649. Kiser, Carl C. The relative effectiveness of certain techniques of sampling the vocabulary of a sixth grade history text. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 395-96)
3650. Koopman, Philip U. A study of the conservation content of certain science and social science textbooks commonly used in Michigan secondary schools. Master's, 1932. Michigan. 63 p. ms.
3651. Lachman, Martha M. A comparative study of the teaching organization of 10 fourth grade readers. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 398-99)
3652. Lamberton, Clay D. An analysis of certain community civics textbooks, 1907-1930, to determine the present trend in civics textbook emphasis in the junior high school. Master's, 1932. Northwestern.
3653. Latter, Zelma. Phases of literature in readers, 1794-1890. Master's, 1933. Texas.
3654. Laurence, Lamoyne. Phases of grammar in readers, 1794-1890. Master's, 1933. Texas.
3655. Lawson, Douglas E. An examination of the materials of language textbooks. Master's, 1933. Colo.St.T.C.
3656. Levering, Adalene. An analytical study of English composition textbooks for junior high school. Master's, 1933. Colo.St.T.C.
3657. Lien, Jacob A. The grade location and drill frequency of certain adjective modifiers and selected language textbooks. Master's, 1932. Iowa.
3658. Linn, Leland P. A comparative analysis of secondary school algebras. Master's, 1933. Oregon. 142 p. ms.
3659. Lockton, Robert G. An analysis of the amount of overlapping and duplication of material in certain elementary and secondary textbooks of American history. Master's, 1933. Michigan. 49 p. ms.
3660. Long, Dorothy Marcy. An analytical study of certain third grade language texts. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 402-403)
3661. Ludwig, Oswald A. A comprehensive vocabulary study of four machine-shop texts. Master's, 1932. Michigan. 155 p.
3662. McCarthy, Rev. William Dennis. A study of the problem of textbook evaluation and of some of the current methods employed in selecting them. Master's, 1933. Catholic Univ. 74 p. ms.
3663. Mann, Annie Josephine. Treatment of New England and southern colonies in junior high school textbooks. Master's, 1933. Peabody. 134 p. ms.
3664. Marie Elsie, Sister. A study of France through the reality of selected texts. Master's, 1933. Cincinnati.
3665. Martin, Eleanore C. Analysis of American history textbooks to determine important geographic concepts. Master's, 1933. Iowa. 102 p. ms.
3666. Massingill, Ellen. The contents of some textbooks on problems of American democracy. Master's, 1933. Peabody. 80 p. ms.

3667. Mathews, Florence Spencer. The trend of American literature in school readers in the nineteenth century. Master's, 1933. Colo. St. T.C.

3668. Miller, Hanford. The correspondence of high-school chemistry textbooks and their related laboratory manuals. Master's, 1933. Colo. St. T.C.

3669. Millring, Ruth Brierly. An historical survey of speech textbooks: with special reference to their effect upon the development of modern theories of speech education in the United States. Master's, 1933. Smith. 126 p. ms.

Traces the development of various theories of speech training in textbooks with their influence upon subsequent books and present teachings in the United States.

3670. Mohr, Dorothy R. The contribution of ninth-year mathematics textbooks to the attainment of the objectives of ninth-year mathematics. Master's, 1933. Chicago. 113 p. ms.

Analyzes 17 outstanding textbooks to determine the extent of their contribution to a comprehensive list of objectives, and finds that most textbooks offer the teacher valuable assistance in the attainment of some objectives and little, if any assistance in the attainment of others.

3671. Moore, Fred W. A study of chemical principles found in high-school textbooks in chemistry. Master's, 1932. Michigan. 72 p. (Abstract in: University of Michigan. Abstracts of dissertations and theses in education, 1931-32. Monograph no. 2: 79-80)

3672. Moore, William R. A survey of junior high school literature texts based upon an evaluation of literary characteristics. Master's, 1932. Ind. St. T.C. 124 p. (Abstract in: Indiana State teachers college. Teachers college journal, 4: 291-92, July 1933)

Attempts to create a permanent interest in literature; to keep the material studied on the junior high school level; to teach the child to express himself; to stimulate the imagination; to teach the values of literature; and to teach citizenship.

3673. Morgan, Betha. The major emphases of American history texts used in secondary schools of the United States. Master's, 1932. Northwestern.

3674. Myers, Lester. A study of attitudes experienced in junior and senior high school textbooks in the social studies toward American participation in international affairs. Master's, 1933. Coll. of the City of N.Y. 79 p. ms.

3675. Newark, Grayson. An investigation of the vocabulary burden of Dull's high-school chemistry text: "Modern chemistry." Master's, 1933. Michigan. 109 p. ms.

3676. Nickel, Margaret Evangelina. A survey of 12 introductory economics textbooks from 1890 to 1931. Master's, 1932. Michigan. 51 p.

3677. Obenshain, Annie Ida. Concepts found in 18 American history textbooks for elementary grades. Master's, 1933. Peabody. 99 p. ms.

3678. Otto, Tuley P. A comparative analysis of plane geometry texts and solid geometry texts of secondary schools. Master's, 1932. Oregon. 142 p. ms.

3679. Perpignan, Jesus Espolon. The Philippine Islands in American school textbooks. Doctor's, 1933. Iowa. (Abstract in: University of Iowa studies, new series no. 269. Series on aims and progress of research, no. 43. 1 p.)

Analyzes the materials dealing with the Philippine Islands and their people as presented in American social science textbooks for the elementary and high school grades. Data indicate that much emphasis is placed on the triumphant incidents and altruistic endeavors of the United States in the Philippine Islands.

3680. Pfrimmer, Vashti. "Our Oakland community": a local reader for junior high school. Master's, 1933. Stanford. 237 p. ms.

3681. Pohy, William Young. A determination of the vocabulary difficulty of a certain general science text. Master's, 1933. Michigan. 232 p. ms.

3682. Pokel, Nelda Ruth. Evaluation of graphic representation in junior high school textbooks. Master's, 1932. Colo. St. T.O.

3683. Poole, Roger Kay. Study of the variations in type and frequency of written problems in two unknowns as evidenced by an analysis of several standard algebra textbooks. Master's, 1933. Boston Univ. 98 p. ms.

3684. Pooley, Robert C. Grammar and usage in textbooks. English journal, 22: 16-20, January 1933. (University of Wisconsin)

3685. Portré-Bobinski, Germaine. A reader for the Mississippi valley. Master's, 1933. Peabody. 465 p. ms.

3686. Pratt, Willis E. A study of the cost of textbooks in fourth class districts of Erie county, Pennsylvania. Master's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 8: 359-60)

3687. Price, Helen Elizabeth. The Biblical materials in the lesson texts of the Beacon course of the intermediate and senior grades. Master's, 1933. Boston Univ.

3688. *Quallins, George Andrew. The reorganization of the organic chapter in chemistry for secondary school textbooks. Master's, 1933. Boston Univ. 105 p. ms.

- Reviews the content of the organic chapter in high-school chemistry textbooks and gives material which represents the choice of a number of teachers on the kind and amount of material which should be incorporated as the organic part of a high-school course in chemistry.

3689. Rankin, Harold E. A study of the subject-matter content of recent senior high school textbooks in civil government. Master's, 1933. Michigan. 62 p. ms.

3690. Renshaw, Oscar F. Status of history of mathematics materials found in certain ninth-grade textbooks and an analysis of its use. Master's, 1933. Michigan. 90 p. ms.

3691. Schulz, Henry Arnold. Analysis of denominate numbers in two series of arithmetic textbooks. Master's, 1933. Boston Univ. 116 p. ms.

3692. Shadley, Madison T. An evaluation of 20 algebra textbooks. Master's, 1933. Wisconsin.

3693. Shollenberger, Forest J. An analysis of the topical emphasis in college physics texts and tests. Doctor's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 238-47)

3694. Spencer, Verlin H. Do the H. O. Rugg social science books teach geography? Master's, 1932. Stanford. 65 p. ms.

3695. Spotts, George A. The vocabulary of high-school biology offering difficulty in comprehension to high-school pupils as found in Pieper, Beauchamp and Frank's "Everyday problems in biology." Master's, 1933. Michigan. 198 p. ms.

3696. Stiles, G. A. Significance of revisions in world history textbooks. Master's, 1933. Iowa. 76 p. ms.

3697. Stoddard, Marie Leota. A study of the content of third-grade readers. Master's, 1933. West. St. Coll. 94 p. ms.

Analyses the content of 19 basic readers designated for the third grade publishers during the years 1929-30-1931-32.

3698. Summerell, Frances. Relative difficulty of the vocabulary of the 10 most frequently used high-school biology textbooks. Master's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 8: 373-74)

3699. Thompson, Theron Barker. Study of the variations in type and frequency of written problems in one unknown; as evidenced by an analysis of several standard algebra textbooks. Master's, 1933. Boston Univ. 65 p. ms.

3700. Voth, John J. An analysis of mechanical drawing textbooks used in Iowa high-schools for the purpose of determining a reading vocabulary for mechanical drawing. Master's, 1933. Iowa St. Coll. 92 p. ms.

3701. Walker, Mary Lou. Analysis of four adopted texts on ancient and medieval history. Master's, 1933. Peabody. 60 p. ms.

3702. Walters, Lee. Analyses of seven high-school geography textbooks. Master's, 1933. Ind.St.T.C. 120 p. (Abstract in: Indiana State teachers college. Teachers college journal, 4: 315-16, July 1933)

3703. Weiss, Leo. A descriptive analysis of the treatment of labor problems in the American history textbooks used in the high schools of New York City. Master's, 1933. Coll. of the City of N.Y. 48 p. ms.

3704. Weltzin, E. M. The content of biology in high-school texts. Master's, 1933. Iowa. 256 p. ms.

3705. Williams, Muzetta. A first book in reading. Master's, 1933. Stanford. 85 p. ms.

3706. York, Esther. Examination of recent geography textbooks. Master's, 1933. Colo. St. T.C.

3707. Youmans, John S. A comparative analysis of English composition textbooks for secondary schools. Master's, 1933. Oregon. 117 p. ms.

3708. Ziegler, Blooma. An examination, comparison, and contrast of primers, manuals, and introductory reading books published before and after 1925. Master's, 1933. Ohio. 191 p. ms.

SCHOOL BUILDINGS AND EQUIPMENT

3709. *Andersen, Erik Andreas. A study of the educational and service facilities in the Providence junior high schools in comparison with accepted standards. Master's, 1933. Boston Univ. 339 p. ms.

Discusses the basic considerations affecting the planning of the Providence junior high schools, the auditorium, cafeteria, library, classrooms, science, drawing, music, home economics, and practical arts rooms, health and physical education facilities, administrative offices and auxiliary rooms, and service systems.

3710. Batcher, Robert William. Comparative architectural studies for the future development and expansion of Engineering hall at Iowa State college. Master's, 1933. Iowa St. Coll.

3711. Bateson, William H. A study of the auditorium plan of procedure. Master's, 1933. Colo. Agr. Coll.

3712. **Beahm, Leslie LeRoy.** Specification buying of school supplies. Master's, 1933. Colo. St. T.C.

3713. **Bonar, Levering C.** A study of the school buildings of Ohio county, West Virginia. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 340-41)

Shows the existing conditions of the school buildings of Ohio county, West Virginia, as compared with published standards, estimates the future enrollments of these buildings based on the enrollments of the past 10 years, and proposes a school housing program and re-districting of the county according to the best present standards.

3714. **Conner, Forrest E.** An activity analysis of the superintendent's responsibilities in school building construction. Master's, 1933. Iowa. 333 p. ms.

3715. **Davis, Arthur Cooke.** Air conditioning in school buildings. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 89, October 1933)

3716. **Goss, Victor V.** The flag of the United States and our schools. Master's, 1933. Wisconsin.

3717. **Holy, T. C.** Comparison of school plant insurance premiums and reported school fire losses in Ohio cities and counties for 1930 and 1931. Columbus, Ohio State university, 1933. 9 p. ms.

3718. **Hunter, Ruth Florence Corinne.** Selection of refrigerators, gas ranges, and washing machines for home management houses at Iowa State college. Master's, 1933. Iowa St. Coll.

3719. **Ireland, Allen Gilbert.** Hygiene and sanitation of public school buildings. Master's, 1933. T.C., Col. Univ. 115 p. ms.

3720. **Jeppson, Elmer.** Fire-insurance of school buildings in Utah. Master's, 1932. Utah St. Agr. Coll.

3721. **Knight, Wade O.** A comparative study of laboratories and their equipment for grades 9-12 in rural schools of Clinton county: status and recommended standards. Master's, 1933. Cincinnati.

3722. ***Long, Frank M.** Desirable physical facilities for an activity program. Doctor's, 1933. T.C., Col. Univ. New York City, Teachers college, Columbia university, 1933. 116 p. (Contributions to education, no. 503)

Gives a brief historical sketch of the evolution of the physical facilities of the school; analyzes an activity program; describes the physical facilities provided for kindergarten-grade 6 children in 20 progressive schools; and discusses the desirability of certain physical facilities for an activity program.

3723. **McGrath, Paul L.** The choice of floors for school buildings. Master's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress and bibliography of publications, 8: 349-50)

3724. **Mercereau, George W.** A study of the relative value of electrical equipment in terms of usage and cost based on Los Angeles, Long Beach, and Pasadena school systems. Master's, 1933. Southern California. (California quarterly of secondary education 9: 90, October 1933)

3725. **Metger, George W.** A study of locking facilities for pupils in secondary public schools. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 418-19)

3726. Morton, Roscoe William. Design of a mechanical engineering laboratory and the plan of a course to suit the mining engineering curricula at the Colorado school of mines. Master's, 1933. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1933:57)

3727. O'Dell, C. H. Unit cost and standardization of elementary school supplies. Greeley, Colorado State teachers college, 1933.

3728. Painter, Bruce Hinckley. Cafeteria service in the public schools of San Francisco. Master's, 1933. California. (California quarterly of secondary education, 9: 79, October 1933)

3729. *Patty, Albert Thomas. High-school study halls. Master's, 1933. Boston Univ. 93 p. ms.

Discusses the use of the pupil's own room, the classroom, lunch room, auditorium, and the library as study halls, and suggests that for a large high school the library, or lunch room built to be used as a study hall is the most useful.

3730. Poe, Frances E. Woland. A study of air conditions in the Boulder, Colorado, public schools. Master's, 1933. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1933: 62-63)

3731. Post, Ida M. The equipment and the housing of the biological laboratory in the secondary school. Master's, 1932. Ind.St.T.C. 76 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 4: 289, July 1933)

Data were secured from replies to a questionnaire sent to 300 biology teachers in Indiana.

3732. Roberts, Harmon D. A school plant study. Urbana, Ill., University of Illinois, 1933. 2 p. ms.

3733. Runyan, Lawrence V. A school building survey and program for Sabina village school district. Master's, 1933. Cincinnati.

3734. *Sahlstrom, John W. Some code controls of school building construction in American cities: an evaluation of certain building code requirements especially as they influence the safety of the occupants, the cost of construction, and the educational efficiency of the school building, with criticisms on the form and method of municipal building legislation. Doctor's, 1933. T.C., Col. Univ. New York City, Teachers college, Columbia university, 1933. 154 p. (Contributions to education, no. 581)

3735. Sandstrom, Alice Lorraine. Optimal physical facilities that may be incorporated in an architectural plan for a nursery school at Iowa State college. Master's, 1932. Iowa St. Coll.

3736. Schmidt, Curt Ernst. The elementary school auditorium. Master's, 1933. Texas.

3737. Slocum, Clyde. Analysis of building and equipment needs of a central rural school. Master's, 1933. N.Y. St. Coll. for Teach.

3738. Small, David Griffiths. A school building survey of Center township public schools, Benton county, Indiana. Master's, 1932. Michigan. 82 p. (Abstract in: University of Michigan. Abstracts of dissertations and theses in education, 1931-32. Monograph no. 2: 113-14)

3739. Smith, Henry Lester and Neffsinger, Forest Ruby. Bibliography of school buildings, grounds, and equipment. Bloomington, Indiana university, 1933. 2 v. 182, 130 p. (Bulletin of the School of education, Indiana university, vol. 9, nos. 2-3)

3740. Spalding, Willard B. Selecting equipment for a small high school. Master's, 1932. New Hampshire. 57 p. ms.

3741. Standley, Lyman Leroy. The adjustment of school building programs to economic conditions. Doctor's, 1933. California. 161 p. ms.

Finds that savings to the taxpayer will result if the future planning of school building programs takes into consideration the building in sufficient amounts to meet current needs during periods of low construction costs; maintaining a continuous building program of relatively small amounts during periods of high construction costs; financing capital outlay by sale of bonds during periods of marked economic depression when bond interest rates are low and money values are high; finance capital outlay by current tax during periods of high interest rates and low money values; and accumulate a capital reserve during periods of marked economic prosperity.

3742. Taylor, Lloyd Hughes. Horizontal spacing of classroom windows and distribution of light. Master's, 1933. Peabody. 54 p. ms.

Finds that so far as the distribution of light is concerned, there is no justification for educators demanding a standard arrangement of windows in classrooms.

3743. VanWinkle, Martin Luther, jr. A survey of the new site school system. Master's, 1932. Ala. Poly. Inst.

3744. Votaw, David Freeman. The influence of the state on public school plant facilities. Doctor's, 1933. Stanford. (Abstract in: Stanford university. Abstracts of dissertations for the degrees of doctor of philosophy and doctor of education, 1932-33. Fifth series, no. 158, p. 104-98)

3745. Walton, Leslie Hughes. The work of the division of school buildings in the State department of education in Virginia. Master's, 1933. Duke.

3746. Werner, John C. A State plan for public school fire insurance in Pennsylvania. Doctor's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 288-94)

Studies the legal authority by which public school property is insured against loss through fire; the nature of the litigation which arose under such authority; analyzes the provisions of the State fire insurance fund laws now in operation; provisions in the proposed fund for public school property in Pennsylvania together with possible challenges and defense for the proposed plan; and the costs involved in present practices, contrasting the experience of states and cities using commercial insurance with the experience of States having state fire insurance funds in operation.

3747. Whitehead, Willis A. A school building survey for Marion township, Franklin county, Ohio, including a bibliography of references concerning school building planning. Master's, 1933. Ohio. 210 p. ms.

3748. Willey, W. M. Requirements for a modern junior high school plant. High school teacher, 8: 264-66, September 1932. (Western Kentucky State teachers college)

3749. Williams, Edward Howard. The engineering valuation of publically owned educational properties with special reference to the mechanical engineering laboratory, Iowa State college. Master's, 1933. Iowa St. Coll.

JANITORS

3750. Graves, Parlon L. The status of janitors in public schools of Nebraska. Master's, 1933. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1933: 30)

Ascertains the nature and extent of the work expected of janitors, their academic and technical training, method of election, compares the salaries of janitors with those of teachers, the attitude of school men regarding examinations for janitors, and the professional spirit prevalent among janitors.

8751. Schwarzentraub, Harry. An analysis of certain mechanical factors that enter into the determination of the cleaning expense of the custodial service in public schools. Master's, 1932. Michigan. 92 p.

SOCIOLOGY, EDUCATIONAL

8752. Arthur, Edwin B. The relative authority of parent and school to determine studies of a child. Master's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh bulletin. Abstracts of theses, researches in progress, and bibliography of publications, 8: 305)

Data indicate that the courts hold that there is no adequate reason to justify the school authorities in denying the parent the right to make a reasonable selection of studies or to exclude a child from any class that he can attend with profit to himself and without detriment to others.

8753. Beach, Allen W. A study of the welfare work in the schools of California during the depression. Master's, 1933. Stanford. 108 p. ms.

8754. Bolton, Mabel Frances Moore. The Chaffey experiment—the history of a unique community project in Ontario, California. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 82, October 1933)

8755. Brandt, Karl B. A study of the relationship between mental and educational status and the size of family. Master's, 1932. Temple. 79 p. ms.
Higher intelligence and greater achievement are found in smaller families.

8756. *Campbell, Gertrude M. The content of courses of study in educational sociology in normal schools, teachers colleges, liberal arts colleges and universities in 1932. Doctor's, 1932. New York. 164 p. ms.

Attempts to discover the ways in which the subject is defined, and content of courses, their function or aims, the texts most commonly used, methods employed, the attitude toward the subject and the background and training of the instructors in the field.

8757. Carr, Don Arthur. Some relationships between density of population and measures of school efficiency. Master's, 1933. Colorado. (University of Colorado studies. Abstracts of theses for higher degrees, 1933: 13)

Data indicate that density of population is closely associated with the measures of school efficiency in 95 percent of the states.

8758. Cowing, W. Thornton. An evaluation of a parent-teacher association. Master's, 1933. Mass. St. Coll. 54 p. ms.

8759. Darnold, Neva Jane. Social and educational implications of stealing. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 82, October 1933)

8760. Davis, Clare Marie. Factors in the adolescence of dominating and non-dominating mothers. Master's, 1932. Smith.

8761. Ege, Edward F. An analysis of the factors which give social status to men's occupations. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 366-67)

8762. Fügler, Frances Margaret. Factors associated with success or failure in the social adjustment of foster children: Part I. Master's, 1932. Smith.

8763. *Goldfeld, Abraham. Social, educational and recreational activities in model housing developments with special reference to Sunnyside, New York City. Master's, 1932. New York. 68 p. ms.

3764. **Graham, Rosalind.** Industrial leisure. Master's, 1932. Coll. of the City of Detroit. 125 p. ms.
3765. **Haines, James Clayton.** Contacts between the school and home. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 84, October 1933)
3766. ***Holbeck, Elmer S.** An analysis of the activities and potentialities for achievement of the parent-teacher association (with recommendations). Doctor's, 1933. T.C., Col. Univ. New York City. Teachers college, Columbia university, 1934. 126 p. (Contributions to education, no. 601)
Studies the activities and potentialities of the parent-teacher association and shows how educators may join with parents in successfully integrating the work of the organization with the work of the school.
3767. **Jaggers, C. H.** What parents want to know about their schools. Master's, 1933. Peabody. 135 p. ms.
3768. **Kennon, Neva.** Objectives and achievements of the Oklahoma congress of parents and teachers. Master's, 1932. Okla. A and M. Coll.
3769. **Lane, Louise C.** The parent-teacher relationship in progressive schools. Master's, 1933. Temple. 120 p. ms.
3770. **Layer, Frederick Paul.** A study of certain factors affecting family stability. Master's, 1933. Northwestern. ms.
3771. **Luse, Reid O.** Is the Washington trip by high-school groups in Michigan justified from social and educational standpoints. Master's, 1933. Michigan. 40 p. ms.
3772. **Malmquist, Gustave E.** The influence of the church upon the social behavior of its members. Master's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 8: 475-76)
3773. **Merriam, Thornton W.** The relations between scholastic achievement in a school of social work and six factors in students' background. Doctor's, 1933. T.C., Col. Univ.
Attempts to determine the relation between a series of biographical items in the preprofessional school history of students and the ability to do good work in a school of social work as shown by grades received in courses, ratings in actual social work done in the field under supervision during the two years of the course.
3774. **Pletsch, Eva M.** A study of certain characteristics of the women in Who's who in America. Master's, 1932. Temple. 43 p. ms.
Finds that authors lead the list of approximately 2,000 women listed, with educators representing the next largest group, that more married women are listed than unmarried, and that only two states have not produced at least one member of the list.
3775. **Richter, Peter Louis.** The contribution of the Stillwater public schools to the business and industrial interests of Stillwater. Master's, 1933. Okla. A. & M. Coll. 62 p. ms.
3776. **Riley, Hurlbut Thirkield.** The effect of broken homes upon school progress. Master's, 1932. Butler.
3777. **Schneider, Margaret Louise.** Major indices of social change within a neighborhood area. Master's, 1933. Temple. 320 p. ms.
Finds population growth, age and sex distribution, racial and national invasion, home ownership, economic and industrial factors, and social maladjustments indicate the nature of the change.

3778. Skinner, Franklyn Edwin. Some aims and accomplishments of the parent-teacher movement in the United States. Master's, 1932. Hawaii.

3779. Sponseller, Amos Nevin. Educational contributions of parent-teacher associations in fourth-class districts in Pennsylvania. Master's, 1933. Temple. 67 p. ms.

3780. Strange, Curtis. A survey of social welfare work in the schools of selected cities. Master's, 1933. Northwestern. ms.

3781. Taylor, F. J. The economic and sociological background of education in Washington county, Ohio. Master's, 1933. Ohio. 90 p. ms.

3782. Timberlake, Beulah Stovall. How can public education supplement the home in providing adequate citizenship training? Master's, 1933. Okla. A. & M. Coll. 59 p. ms.

3783. Wallace, Lunah Ward. Responsibility of the home and of the school for developing correct home ideals. Master's, 1932. Arizona.

RACIAL GROUPS, EDUCATION

3784. Austin, Wilfred G. An educational study of the Pima Indians in Arizona. Master's, 1932. Stanford. 142 p. ms.

3785. Baugh, Lila. The vocabulary of preschool Mexican children. Master's, 1933. Texas.

3786. Bell, Reginald. A study of the educational effects of segregation upon Japanese children in American schools. Doctor's, 1933. Stanford. (Abstract in: Stanford university. Abstracts of dissertations for the degrees of doctor of philosophy and doctor of education, 1932-33. Fifth series, no. 158, p. 15-18)

Studies American born children of Japanese parentage in the third to the eighth grades in eight school districts, in four of which the Japanese children were segregated, whereas in the other districts they attended school with children of Caucasian parentage.

3787. Blacksin, Morris. The history and value of the Yeshiba (Hebrew parochial school) in New York City. Master's, 1933. Fordham. 39 p. ms.

3788. Calloway, Esther A. A proposed program of moral instruction for Mexican children in the intermediate grades. Master's, 1932. Arizona.

3789. Candor, Ethel. The musical talent of Mexican school children. Master's, 1933. Denver. 39 p. ms.

Seeks to discover if there are real differences in musical talent between Mexican school children and children of other racial groups. Finds no real racial differences in musical talent so far as could be measured.

3790. Cassidy, James Kinsella. Federal policy in the education and civilization of the Indian to the end of the Jacksonian era. Master's, 1933. Catholic Univ. 71 p. ms.

3791. Coers, Walter C. Comparative achievement of white and Mexican junior high school pupils. Master's, 1933. Peabody. 40 p. ms.

Studies 97 white and 97 Mexican junior high-school pupils, grades 6, 7 and 8, who were given Kuhlmann-Anderson intelligence test and Orleans public school achievement test, grades 8-8, form 1, and finds that Mexican pupils achieve relatively more than white pupils when considering mental ability, especially in arithmetic, computation and spelling.

3792. Copenhaver, Ellen G. Life and culture of Indians of southwest Virginia. Master's, 1933. T.C., Col. Univ. 97 p. ms.

Studies history and handicraft of prehistoric and historic Indians from archeological remains and documents from 1740 to present.

3793. *Dinin, Samuel. Judaism in a changing civilization. Doctor's, 1933. T.C., Col. Univ. New York City, Teachers college, Columbia university, 1933. 213 p. (Contributions to education, no. 563)

Discusses theories of Jewish survival; the meaning of democracy; democracy and minority groups, religion, nationalism, social reconstruction, Judaism and Jewish education in a changing civilization.

3794. Fritz, Rev. Henry Joseph. A functional aspect of plains Indian education. Master's, 1933. Catholic Univ. 62 p. ms.

3795. Hartstein, Jacob I. Jewish education in New York City before 1881. Master's, 1933. Coll. of the City of N.Y. 103 p. ms.

3796. *Hopkins, Thomas W. Educational standardization and the "foreign child." Doctor's, 1932. New York. 276 p. ms.

Presents a summary of a 7-year intelligence and achievement testing program in a typical "foreign" school; stresses the study of arithmetic and reading. Analyzes a group of Polish pupils, and shows the need for careful study of the home environment of the "foreign child." Describes two separate investigations dealing with the ability of foreign children to understand ordinary reading material.

3797. Janes, Hattie E. A comparative study of the achievement of American and Armenian children in the same school system. Master's, 1932. Stanford. 84 p. ms.

3798. *Jenkins, Ruth Elizabeth. An historical study of the dances of the Mexican Indians in the latter pre-Hispanic, colonial and modern periods of Mexico. Master's, 1932. New York. 41 p. ms.

3799. Kiker, Ernest. Education among the Seminole Indians. Master's, 1932. Okla. A. and M. Coll. 55 p. ms.

3800. Lam, Margaret Mildred. Six generations of race mixture in Hawaii. Master's, 1932. Hawaii.

3801. *Livesay, Thayne M. A study of public education in Hawaii with special reference to the pupil population. Doctor's, 1932. Hawaii. Honolulu, University of Hawaii, 1932. 120 p. (University of Hawaii. Research publications, no. 7)

Discusses public school organization, population, general distribution of public school pupils, race-grade, race-age, and progress of the public school population.

3802. Lyon, Laura Lucile. Investigation of the program for the adjustment of Mexican girls to the high schools of the San Fernando Valley. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 85, October 1933)

3803. Manuel, Herschel Thurman. Supplementary studies in the education of Spanish-speaking children. Austin, University of Texas, 1933.

3804. Merryweather, Rose. A study of the comparative ability of the Mexican and American children in the upper elementary grades. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 86, October 1933)

3805. Nolasco, Domingo F. A study of Filipino graduates in California high schools. Master's, 1933. California. (California quarterly of secondary education, 9: 79, October 1933)

3806. Pott, James H. The measurement of attitudes of Chinese students at the University of Michigan toward Americans. Master's, 1933. Michigan. 76 p. ms.

3807. Sanders, Gledca Spencer. The educational development of the Cheyenne and Arapaho Indians upon the reservation. Master's, 1933. Okla. A. & M. Coll. 85 p. ms.

3808. Schaeffer, Goldie E. The nature concepts of children of Italian parentage in second-year elementary school. Master's, 1933. Coll. of the City of N.Y. 76 p. ms.

3809. Schechtman, Aaron. The teaching of the Bible in the 3-year congregational Hebrew school. Master's, 1932. Northwestern.

3810. *Schreiber, Emma S. The Jewish transient. Doctor's, 1932. New York. 262 p. ms.

Data were secured on 91 communities in the United States with a total Jewish population of approximately 3,500,000,000. Studies the background, volume and distribution, status, and treatment of Jewish transients.

3811. Simonartis, John. The Lithuanian school and its service for good citizenship. Master's, 1933. Fordham. 61 p. ms.

3812. Swalestuen, Esther D. A comparative study of the Mexican and white child in ninth-grade algebra with respect to a language handicap. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 87, October 1933)

3813. Yurgutis, Sister M. Aloysia. Measuring and improving the reading ability of Lithuanian children. Master's, 1933. Fordham. 67 p. ms.

3814. Zeligs, Rose. Racial attitudes of Jewish and non-Jewish children in the sixth grade. Master's, 1932. Cincinnati.

NEGROES, EDUCATION

3815. Adams, Helen Ada. The mathematics curriculum of the Negro liberal arts college. Master's, 1933. Colo. St. T.C.

3816. *Archer, Edward B. Sex education in the secondary schools of the United States: an analysis of the literature pertaining to principles, aims and procedures. Master's, 1933. Hampton. 53 p. ms.

Describes the results of an experiment made in connection with the athletic program of the Booker T. Washington high school, Norfolk, Va., during the years 1927-28.

3817. Bailey, Flavius J. The policies of the American missionary association in Negro education. Master's, 1933. Howard. 85 p. ms.

3818. *Baker, Paul E. Methods of race adjustment between white and colored Americans (illustrated by the activities of national interracial agencies). Doctor's, 1933. T.C., Col. Univ.

Studies the history, philosophy and programs of 10 national interracial agencies, analyzes 40 cases and projects in race relations, and studies the change of race attitudes before, during and after college and the influences that contributed to this change.

3819. Barnett, Arthur. Social and economic status of pupils in the senior high schools for Negroes in the State of West Virginia. Master's, 1933. Ohio. 123 p. ms.

Involves occupations of parents, home conveniences, recreation, school progress, selection of curricula, future plans, family size.

3820. Borders, T. K. The status of teachers in the approved 4-year Negro high schools of Tennessee, 1931-32. Master's, 1932. Michigan. 61 p. ms.

Finds that Negro teachers and principals are comparable in age, training and experience, to white teachers in the State, but in general receive about two-thirds as much salary.

3821. **Boyd, Laurence E.** The status of extracurricular activities in North Carolina Negro high schools. Master's, 1933. Iowa. 151 p. ms.
3822. **Brann, Raymond Ellis.** The present status of public secondary education for Negroes in Virginia. Master's, 1932. Virginia.
3823. **Caldwell, Dista H.** Education of the Negro child. Master's, 1932. T.C., Col. Univ. 56 p. ms.
Analyzes several research studies to determine whether mixed or separate schools are best for Negroes, and finds separate schools superior for Negro pupils
3824. **Calloway, Caroline C.** Why pupils persist in school. Master's, 1933. Howard. 52 p. ms.
3825. **Cleek, Anna May.** The development of Negro education as an integral part of public education in the State of Florida. Master's, 1933. Cincinnati.
3826. **Corbin, Clinton W.** Supervision in the Negro elementary schools of Somerset county, Md. Master's, 1933. Peabody. 60 p. ms.
3827. **Cox, Joshua G. W.** The status of social hygiene in 10 typical Negro rural schools in Pitt county, North Carolina. Master's, 1932. Hampton. 51 p. ms.
3828. **Dailey, Theodore R.** The mental ability and scholastic attainment of colored students entering Indiana State teachers college for a period of five years, 1924-25-26-27-28. Master's, 1933. Ind.St.T.C. 40 p. (Abstract in: Indiana State teachers college. Teachers college journal, 4: 299-300, July 1933)
Compares the marks, intelligence, withdrawals, majors, and sex of 187 colored students who entered Indiana State teachers college during the years 1924-1928.
3829. **Davis, John W.** The Negro land-grant college. Journal of Negro education, 2: 312-28, July 1933. (West Virginia State college)
Discusses the education of the Negro prior to 1890, the second Morrill act of 1890, and the expansion of Negro land-grant colleges from 1910 to date.
3830. **Davis, Walker Milan.** Alcorn college and its graduates: A case study in Negro leadership. Master's, 1933. Iowa St. Coll.
3831. **Galloway, Oscar F.** Higher education for Negroes in Kentucky. Lexington, University of Kentucky, 1932. 132 p. (Bulletin of the Bureau of school service, vol. 5, no. 1)
Surveys all public and private institutions of higher education for Negroes; studies Negro population trends, points of concentration of population, growth and location of Negro high-schools; and finds that the four institutions now in existence meet the present needs.
3832. **Guest, Charles Boyd.** A dialect survey of Lee county Negro. Master's, 1932. Ala. Poly. Inst.
3833. **Hall, Egerton E.** The Negro wage earner of New Jersey. Doctor's, 1933. Rutgers.
3834. **Hardy, John Garrick.** A study of the vocational intentions of Negro students in 14 city high schools of Alabama. Master's, 1933. Iowa St. Coll.
3835. **Harvey, Thomas W.** Survey, Kansas vocational school, 1932. Master's, 1933. Kansas. 103 p. ms.
Surveys the personnel, equipment and activities of the Kansas vocational school for Negroes.

3836. **Horsley, Arena M.** The educational status of Negro industrial employees in Terre Haute and Indianapolis, Indiana. Master's, 1933. Ind. St. T.C. 44 p. (Abstract in: Indiana State teachers college. Teachers college journal, 4: 320, July 1933)

Data on 1,389 persons indicate that the average amount of education for both male and female was 6.68 years.

3837. **Jenkins, Herbert C.** The Negro student at the University of Iowa; a sociological study. Master's, 1933. Iowa.

3838. **Johnson, Thomas M.** A comparison of certain aspects of educational opportunities in white and colored schools in Alabama, 1925-1930. Master's, 1932. Cincinnati.

3839. ***Jones, Estelle B.** A study of 30 slow-learning children in the third grade classes of the Lincoln school, Gainesville, Florida. Master's, 1933. Hampton. 75 p. ms.

3840. **McInham, Mildred Marie.** The record of 82 Negro students in the University of Michigan for the school years 1912-1933: a study of the high-school and college curricula choices and activities of such students. Master's, 1933. Michigan. 41 p. ms.

3841. **McKnight, Paul J.** Present status of Negro education in Augusta, Ga. Master's, 1933. Peabody. 93 p. ms.

Studies 4,343 Negro children in 10 elementary schools, taught by 86 teachers. Finds that Georgia made the least provision for the education of Negroes of any of the southern states, and Richmond county made the least provision of any of the counties in Georgia.

3842. **Owens, Christopher Columbus.** A study of church schools for Negroes to determine their usefulness in Negro schools. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 86, October 1933)

3843. ***Penn, Emma Shields.** Vocational adjustment problems of Negro women in New York City. Master's, 1932. New York. 84 p. ms.

Studies only the general divisions of occupations engaged in by the rank and file of Negro women workers as represented by requests from the mass of workers at an employment agency. Emphasizes clerical occupations, industrial pursuits, and domestic and personal service, and studies the women's educational qualifications for their work.

3844. **Prairie View State normal and industrial college.** Proceedings of the third educational conference, 1932. Prairie View, Tex., Prairie View State normal and industrial college, 1932. 77 p. (Bulletin, vol. 24, no. 1, September 1932)

Contents: (1) Third report on a five-year study, by W. R. Banks, p. 7-12; (2) Negro high-school teachers in Texas, by John B. Cade, p. 13-50; (3) Some practical problems on Negro high-school principals, by L. Virgil Williams, p. 51-54; (4) County training schools in Texas, by G. T. Bludworth, p. 55-63; (5) Enrollment Negro high schools in Texas 1931-1932, p. 65-67. Q

3845. **Prosser, Mrs. Inez.** Non-academic development of Negro children in mixed and segregated schools. Doctor's, 1933. Cincinnati.

3846. **Reeves, George Wallace.** A study of the relation of student choices and school preparation to occupational opportunities for Negroes in Alabama. Master's, 1932. Michigan. 62 p.

3847. **Rochelle, Charles E.** A statistical study of intelligence in the colored high schools of Indiana. Master's, 1933. Ind. St. T.C. 99 p. (Abstract in:

Indiana State teachers college. Teachers college journal, 4: 302-308, July 1933)

Data were secured on 690 pupils from all classes in grades 9-12 in 11 colored high schools in Indiana, selected at random and given the Terman group test of mental ability, form A.

3348. Roney, Alta Marie. A study of the educational and occupational background of 404 Negro employees. Master's, 1932. Michigan. 75 p.

3849. *Rouse, Michael Francis (*Brother Bede*). A study of the development of Negro education under Catholic auspices in Maryland and the District of Columbia. Doctor's, 1933. Johns Hopkins. 178 p. ms.

Shows that the Catholic endeavors to impart religious instruction to the Negro passed from oral catechising and explaining to formal school arrangements to teach reading and writing as a more adequate means of imparting knowledge of doctrines and morals, to the present system of organized schools by Catholics for the colored people.

3850. Russell, Ellis Chester. The status of practice teaching in Negro teacher-training institutions. Master's, 1932. Michigan. 108 p.

3851. Smith, Fred Tredwell. An experiment in modifying attitudes toward the Negro. Doctor's, 1933. T.C., Col. Univ.

A controlled experiment was carried out in which students of education were exposed to first hand experiences with cultural classes of Negro Harlem. Data indicate that marked increases in favorable attitude toward the Negro were registered by the experimental group.

3852. *Smith, Lucius. The status of commercial education for Negroes in Georgia. Master's, 1932. New York. 112 p. ms.

Discusses the status of Negro high schools, colleges, and business employment in Georgia.

3853. *Stidfole, Hilda W. A survey of occupations engaged in by Negro men and women of Red Bank, N.J. Master's, 1933. New York. 56 p. ms.

Studies occupations, business enterprises, grades reached in school, estimates of employers, and state in which born, and finds that no matter what education they may have had, most of the men are laborers and the women domestics.

3854. Turner, William Edward. A survey of Negro high schools in Tennessee. Master's, 1933. Tennessee. 129 p. ms.

3855. Wallace, Elneta B. A study of the relationship between socio-economic background, intelligence and educational progress of Negro children. Master's, 1932. Cincinnati.

3856. Washington, Reginald M. The uses being made of standardized mental and educational test results in the Negro public junior and senior high schools. Master's, 1933. Howard. 42 p. ms.

Describes a questionnaire study of the extent to which the results of standard tests administered by them are used for educational guidance by 168 Negro public junior and senior high-schools in 28 states.

3857. West, Gordon Loraine. Establishment and growth of Negro schools in Wichita from 1912-1933. Master's, 1933. Wichita. 64 p. ms.

3858. Wiggins, Garrett T. Reading habits, interests, and achievements of Negro male adults. Master's, 1933. Chicago. 100 p. ms.

3859. Witty, Paul A. The maturation levels of Negro children of ages 3 to 5 years. Evanston, Ill., Northwestern University, 1933.

EXCEPTIONAL GROUPS

3860. Collier, Arnold DeForest. Educational methods for atypical children. Master's, 1932. Hawaii.

3861. Croke, M. Francis. The adjustment child in junior high school. Master's, 1933. Fordham.

3862. Feldman, Benjamin. Trends in the education of exceptional children. Master's, 1933. Temple. 95 p. ms.

Finds that the states in the north east and north central sections of the country are far ahead of other sections in the education of exceptional children, and shows a growing realization of the need of special study, organization, method and curriculum, and special teachers.

3863. *McKelligett, Edythe Margaret. Proposed lists of social-civic readings for pupils in special classes. Master's, 1933. Boston Univ. 140 p. ms.

Studies the voluntary reading in books, magazines and newspapers of special class girls in the Frances E. Willard school, Boston, Mass., in an effort to discover what these girls, retarded at least three years, read for recreatory purposes. The 90 girls studied represented 10 different nationalities.

3864. Masters, Harry V. and Upshall, C. C. Provisions for exceptional children in the public schools of Washington, 1932-33. Bellingham, Washington State normal school, 1933. 16 p. ms. (Bureau of research studies no. 34)

Shows the work being done for the subnormal, dull normal, impaired hearing, speech defects, crippled, gifted, impaired vision, truant and disciplinary, tubercular, non-English speaking, and cardiac case children.

3865. Pugh, Roy M. A recommended program of special education for Summit county school system. Master's, 1933. Ohio. 119 p. ms.

3866. Troyer, Herbert R. Opportunities for special education in Ohio. Master's, 1933. Ohio. 145 p. ms.

Studies the private schools in the State offering vocational training below college level.

GIFTED

3867. *Bell, Robert E. The provision for the education of gifted children in the elementary schools of New York State. Doctor's, 1933. New York. 175 p. ms.

Attempts to determine the methods employed in the selection or location of gifted children; the administrative procedures and methods employed in dealing with such children; the standards used in the selection of teachers for the gifted, the individuals making the selection of such teachers and the salaries paid to such teachers; and to evaluate the findings in terms of the literature of the field of the gifted child; the opinion of the authorities in the field as gained from personal correspondence; and actual practice in schools acknowledged to be solving these problems adequately.

3868. Crowder, Walter B. The status of accelerated junior high school pupils in senior high school. Master's, 1933. Emory.

3869. Edwards, Ethel May. Personality maladjustments in two individuals of superior intelligence. Master's, 1932. Stanford.

3870. Finch, F. H. and Carroll, H. A. Gifted children as leaders. Journal of genetic psychology, 41: 476-81, December, 1932. (University of Minnesota)

Compares gifted, superior, and average groups of high-school students as to positions of student leadership (elective offices). Finds gifted excel superior group slightly, and average group is far below both the others.

3871. Henderson, Mary. Proposed adjustment procedures for the superior pupils of Bellinger Hill school, Montgomery, Alabama. Master's, 1933. Alabama. 97 p. ms.

3872. Hughes, Emma Hollis. Educational provisions for gifted children. Master's, 1933. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1933: 37-38)

Determines the educational opportunities provided for gifted children by the public schools of the United States during the last 10 years.

3873. Morrison, John Rye. A comparative study of superior and retarded readers. Master's, 1932. Michigan. 79 p. (Abstract in: University of Michigan. Abstracts of dissertations and theses in education, 1931-32. Monograph no. 2: 85)

3874. Nemzek, Claude L. The constancy of the IQ's of gifted children. Journal of educational psychology, 23: 607-10, November 1932. (University of Minnesota)

3875. Parsons, Rosa Fales. An analytical study of superior children. Master's, 1933. Peabody. 52 p. ms.

Compares the racial and social origins, anthropometric measurements, and educational achievements of 54 superior children with the average elementary school child.

3876. Smith, Catherine. Educational and social adjustment of 45 superior pupils of the ninth year. Master's, 1933. N.Y. St. Coll. for Teach.

3877. Wilkins, La Roy W. Certain characteristics of pedagogically accelerated children in high school. Doctor's, 1933. Northwestern: ms.

3878. Witty, Paul A. The play activities of gifted children. Evanston, Ill., Northwestern university, 1933.

PHYSICALLY HANDICAPPED

3879. Beckett, Verona E. A study of types of handicapped children in the Eugene Field school, Philadelphia. Master's, 1932. Temple. 120 p. ms.

Survey of 160 Negro children in a special class center shows that there are 2 factors mainly responsible for pupil status in school: intelligence and previous schooling, and concludes that they should be given special training in trades due to their short expectancy of stay in school.

3880. Hankner, Oscar August. A comparative study of physically handicapped and physically normal men students. Master's, 1933. Illinois.

3881. Hebel, Vernon Edward. Educational provision for the physically handicapped child in the Los Angeles city schools. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 89, October 1933)

3882. Witty, Paul A. The physical status, mental ability, and educational attainment of homunculae. Evanston, Ill., Northwestern university, 1933.

BLIND AND PARTIALLY SEEING /

3883. Andrews, Francis Marshall jr. Educational status of the blind mentally retarded in the United States. Master's, 1933. Boston Univ. 64 p. ms.

3884. Bradshaw, Dorothy Aliene. A comparison of choreic with normal children on the basis of simple reaction times to visual and auditory stimuli. Master's, 1933. Northwestern. ms.

3885. Cutsforth, Thomas D. The blind in school and society. A psychological study. New York City, D. Appleton and company, 1933. 263 p. (University of Kansas)

Discusses the preschool blind child; verbalism; phantasy life of the blind; voice and speech; problems in their emotional life; their sex behavior and aesthetic life; personality problems in institutions for the blind; and social adjustment in a college community.

3886. **Holland, Benjamin F.** The relation of pressure factors to reading Braille. Austin, University of Texas, 1933.

3887. ***Lennon, Lawrence Joseph.** The constancy of hypochromatic vision over a period of nine months. Master's, 1933. Penn. State. 104 p. ms.

Attempts to answer the questions: are color vision and general acuity interdependent; do large variations from the means of the red and green for color mixtures correlate significantly with the number of errors on the Mithara, Nagel, and Holmgren tests; are more errors made when green is the stimulus in the tests than when red is the stimulus; and do women make the same number of errors as men?

3888. **Lynn, George W.** Handedness in the blind. Master's, 1932. Temple. 47 p. ms.

Determines the distribution of dextral, sinistral, and bimanual preference in the case of the blind, using as subjects blind students at the Pennsylvania Institute for the blind at Overbrook.

3889. **Martin, Margaret Elizabeth.** Practices and procedures in secondary schools for the blind in the United States. Doctor's, 1933. California. 428 p. ms.

Shows that residential schools for the blind are losing their charitable and eleemosynary character and becoming organic parts of state educational programs; that objective tests are being developed for use as measuring instruments in these schools; and that lack of accurate information about the learning process among the blind was reflected in the programs of studies and in the methods of teaching.

3890. **Morrissey, William P.** The process of learning foreign languages as experienced by a student born blind. Master's, 1933. Iowa.

DEAF AND HARD OF HEARING

3891. **Groff, Marne Lauritsen.** An analysis of first year vocabulary of the public residential schools for the deaf in the United States. Doctor's, 1932. Pennsylvania.

3892. **Sykes, Jean Louise.** A study of the spontaneous vocalizations of 14 deaf children. Master's, 1933. Smith. 65 p. ms.

3893. **Young, Irene B.** A conservation of hearing program. Master's, 1933. T.C., Col. Univ. 32 p. ms.

Describes group and individual tests of hearing ability, with follow-up program in grades 3 to 12, including 218 high-school girls and 152 elementary pupils.

CRIPPLED

3894. **Brayerton, George P.** The etiology, description, diagnosis and treatment of those acquired deformities and disabilities of the foot which respond to corrective exercises. Master's, 1933. Temple. 84 p. ms.

3895. **Clark, Theodosia Martha.** A study of the educational status of a group of crippled children in the Los Angeles city schools. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 82, October 1933)

3896. **Mountain, Veronica Mary.** The education of children having infantile paralysis. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 86, October 1933)

3897. **Musser, Lawrence.** Vocational guidance and vocational education for crippled children. Master's, 1933. Michigan. 203 p. ms.

3898. ***Wallace, Cora Jeanette.** Educational opportunities for crippled children in England, France, Germany, and the United States. Master's, 1933. Cincinnati. 155 p. ms.

Notes similarities and differences in the general policies pursued in these countries.

SPEECH DEFECTIVE

3899. **Cross, Hildreth Marie.** The motor capacities of stutterers. Doctor's, 1933. Iowa. (Abstract in: University of Iowa studies, new series no. 269. Series on aims and progress of research, no. 43)

Studies unimanual and bimanual activity, and rhythmic voluntary movements of the lips, jaws, tongue, and diaphragm.

3900. **Davis, Serena F.** A study of the order of presentation of elementary consonant sounds to hearing children suffering from articulatory defects of speech. Master's, 1932. Temple. 75 p. ms.

3901. **Eichler, Mabel S.** A case study of speech defects. Master's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 8: 322-23)

Describes a study made of 16 students in the State teachers college, Slippery Rock, Pa., who were recommended for remedial treatment.

3902. **Ellenberger, Martha V.** A preliminary analytical study of a group of stammerers with reference to certain personality traits. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 588-89)

Studies 25 stammerers, chosen from the junior and senior high schools of Johnstown, Pa., to discover the traits which are common to the group, and to determine how they differ in types of symbolization, neurotic tendencies, self-sufficiency, introversion, extroversion, and dominance-submission.

3903. **Gosline, Barbara Lillie.** A statistical study of 500 cases of dyslalia and allied defects. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 83, October 1933)

3904. **Greene, Nelle D.** A study of the causation and therapy of stuttering. Master's, 1933. Stanford. 152 p. ms.

3905. **Havens, Ethel.** Clinical analysis of speech defectives found in the departments of orthopedics and pediatrics. Master's, 1933. Iowa.

3906. **McArthur, Grace E.** A comparison of two methods of grouping for teaching vocally retarded adults. Master's, 1933. Northwestern. ms.

3907. **McKenna, Mary Elizabeth.** The relation of handedness to speech disorders. Master's, 1933. Boston Univ.

3908. **Martin, Ralf.** Summation in the two halves of the retina in relation to stuttering. Master's, 1933. Iowa.

3909. **Milisen, Robert L.** A case study investigation of the relation between handedness and stuttering. Master's, 1933. Iowa.

3910. **Shaw, S. Spencer.** A photographic analysis of tonal attacks and releases by stutterers. Master's, 1933. Iowa.

3911. **Steer, Max.** An objective study of the effect of social and non-social situations upon the severity of stuttering. Master's, 1933. Iowa.

3912. **Thayer, Lyman B.** The relationship between physical habits and stuttering. Master's, 1933. Iowa.

3913. **Westphal, Grenafore.** An experimental study of certain motor abilities of stutterers. Master's, 1933. T.C., Col. Univ. 86 p. ms.

Compares 26 closely matched pairs of stutterers and non-stutterers for strength of grip, manipulation, eye-hand coordination, steadiness and "mirror" or simultaneous writing of digits. No significant statistical differences were found, but there was a constant tendency for non-stutterers to do better than stutterers on the tests.

MENTALLY RETARDED

3914. **Farson, Mabel Rebecca.** A comparison of orthogenic backward children and regular grade children at the 6-year performance level. Doctor's, 1932. Pennsylvania.

3915. **Inman-Kane, Christine Valentine.** Pre-natal factors in the etiology of mental deficiency. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 84, October 1933)

3916. **Kadel, Mary-J.** The effect of providing for the needs of the retarded group, through solving the problems of individual children. Master's, 1932. Ind.St.T.C. 71 p. (Abstract in: Indiana State teachers college. Teachers college Journal, 4: 288-89, July 1933)

Describes the methods used and the results obtained in teaching retarded children in Terre Haute, Ind.

3917. **Milam, Fred S.** Reading interests of certain feeble-minded children. Master's, 1933. Washington Univ. 97 p. ms.

3918. **Mooney, Marjorie.** A study of the case records of 10 children who later became psychotic. Master's, 1932. Smith.

3919. **Palmer, Eleanor M.** The differences in performance of certain standardized tests in a series of schizophrenics, feeble-minded, maniacs, and organic brain diseases. Master's, 1933. Iowa.

3920. ***Portenier, Lillian.** Pupils of low mentality in high school. Doctor's 1933. T.C.Col.Univ. New York City, Teachers college, Columbia university, 1933. 109 p. (Contributions to education, no. 568)

Deals with the changes in range and mean of intelligence in the high-school enrollment during the past decade, and studies two groups of pupils in West high school, Denver, Colo.

3921. **Post, Dorothy.** An Austrian form board in relation to 206 subnormal children. Master's, 1933. Ohio. 39 p. ms.

3922. **Witty, Paul A.** The play activities of subnormal children. Mental hygiene. (Northwestern university)

SOCIALLY MALADJUSTED

3923. **Akerman, Lulu.** Juvenile reformatories in Iowa. Master's, 1933. Iowa.

3924. **Arndt, Katharine.** Home and community backgrounds of 75 delinquents from St. Charles school for boys. Master's, 1933. Northwestern. ms.

3925. **Baker, Edith M.** A study of certain factors involved in truancy among girls (first offenders). Master's, 1933. Brown. 55 p. ms.

Girls who became truants are shown to have done about as well in school as comparable girls who do not become truants. The cause is more likely to be found in out-of-school experiences than directly in school relations and is a social rather than a pedagogical problem.

3926. **Berkman, Miriam Dora.** A comparative study of the influence of family attitudes on delinquency and non-delinquency. Master's, 1932. Smith.

3927. **Blumer, Herbert and Hauser, Philip M.** Movies, delinquency, and crime. New York. Macmillan company, 1933. 233 p. (University of Chicago)

Data indicate that the movies may direct the behavior of persons along socially acceptable lines or they may lead to misconduct.

3928. Burns, Robert C. A comparative study of delinquent and non-delinquent boys. Master's, 1933. Michigan. 138 p. ms.

3929. Carl, Paul Revere. A study of enrollment in secondary schools and the increase in juvenile delinquency. Master's, 1932. Temple. 59 p. ms.

Notes the increase in enrollment in secondary schools and juvenile delinquency in the middle Atlantic states since 1910. It was found that the per cent of increase in juvenile delinquency had been proportional to the increase in pupil enrollment.

3930. Chase, Vera Alta. Educational achievements of delinquent boys. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 82, October 1933)

3931. Clarke, Elsie R. A study of juvenile delinquency in a restricted area in Pittsburgh. Master's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 8: 474-75)

3932. Disco, Raymond Samuel. Comparative study of boy's gangs in a delinquency and a non-delinquency area. Master's, 1933. Notre Dame. 460 p. ms.

3933. Esters, Marguerite. Juvenile delinquency in Polk county and its treatment by the courts. Master's, 1932. Drake.

3934. Feigenberg, Bernard. A study of 60 problem boys of the Boone school. Master's, 1933. Temple. 184 p. ms.

Finds that disciplinary difficulty in school is a factor in retardation, that physical defects correlate with disciplinary difficulties, and that the influence of environment is more important than heredity.

3935. Fellows, Alice Marguerite. A follow-up study of 36 delinquent children referred to the out-patient department of the Boston psychopathic hospital in 1928. Master's, 1932. Smith.

3936. Gildea, Helen F. An investigation of factors affecting the variability of the IQ behavior problem children. Master's, 1932. Smith.

3937. Goldblatt, Minnie N. Why the unsocial adolescent stampede? Master's, 1933. Temple. 295 p. ms.

Finds that a low sense of moral values, poor physique, lack of hobbies, psycho-neurotic tendencies, abnormal family relationships, low economic status, and heredity, cause incorrigibility in adolescents.

3938. Habbe, Stephen. Group acceptability—its significance for four behavior patterns in 57 boys. Doctor's, 1933. T.C., Col. Univ.

Examines the relation between group acceptability and the behavior problems: seeking adult attention, showing-off, dominating and withdrawing behavior.

3939. Hamm, Max S. The administration of detention homes in California. Master's, 1933. California. (California quarterly of secondary education, 9: 78, October 1933)

3940. Healey, Robert Clifton. Modern tendencies in the treatment of criminals. Master's, 1933. Boston Univ. 105 p. ms.

3941. Hill, George E. Factors associated with delinquency among boys with special emphasis on educational background. Educational trends, January 1933. (Northwestern university)

Involves 1,500 inmates of the Illinois reformatory at Pontiac, Ill.

3942. Hodgkiss, Margaret. Broken homes and working mothers as factors in delinquency among girls. Master's, 1932. Smith.

3943. Hudler, **Mary Elizabeth**. Intelligence and attitudes of delinquent boys. Master's, 1933. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1933: 37)

Data indicate that desertion, broken homes, lack of security in the home, unhappiness in school work, low intelligence, and poor attitudes are some of the causes of delinquency.

3944. Hunter, **Lewis B.** The influence of mental and physical characteristics on the types and course of delinquency. Master's, 1933. Iowa.

3945. Jacobi, **John E.** Statistical-ecological study of juvenile delinquency in Manhattan. Doctor's, 1933. New York.

Attempts to relate delinquent behavior to the environment in which it arises. Data indicate that the highest rates of delinquency cases are concentrated in the poorer residential areas; delinquency rates are higher in those areas in which the population is decreasing rapidly, with the exception of the Negro section of Harlem which shows a special type of problem not encountered in any of the foreign or native-born white regions.

3946. Lane, **Howard A.** Factors contributing to juvenile delinquency with special reference to educational background. Educational trends, 2: April 1933. (Northwestern university)

Studies 756 boys in the St. Charles school for boys, St. Charles, Illinois.

3947. Lehman, **Margie Shea**. The school histories of 75 delinquent boys committed to St. Charles school. Master's, 1933. Northwestern. ms.

3948. Lyons, **Dwight Edwin**. The behavior problem boy. A survey of the disciplinary schools in the city of Los Angeles. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 85, October 1933)

3949. Mara, **Marion M.** The maladjusted school child. Master's, 1933. Rutgers.

3950. Martin, **Erwin S. jr.** A study of school children who have become juvenile delinquents. Master's, 1932. Stanford. 31 p. ms.

3951. Maxwell, **Daniel N.** A study of the children appearing before the Juvenile court in a restricted area of Pittsburgh. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 602)

Studies the causes of juvenile delinquency in one section of Pittsburgh.

3952. Miller, **George Kelly**. A study of a group of elementary school children presenting personality adjustment problems. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 86, October 1933)

3953. Obelkevich, **Henry**. A comparison of Detroit boy truants with boy non-truants on Stanford-Binet test failures and on certain tangible home factors. Master's, 1932. Alabama. 61 p. ms.

3954. Parsley, **Mannie Nutt**. The effect of ordinal position and size of family on the incidence of delinquency among girls. Masters, 1932. Smith.

3955. Petit, **Edith**. Opportunities for unadjusted boys. Master's, 1933. Cincinnati.

3956. Price, **Charles L.** The educational status of Texas prisoners in 1932. Master's, 1933. South. Methodist. 53 p. ms.

3957. Purcell, **Ann Kathryn**. Behavior and personality trends in delinquency. Master's, 1932. Michigan. 87 p.

3958. Rambo, **Ernest S.** A study of education in the Texas prison system with recommendations for instruction in industrial subjects. Master's, 1933. Agr. and Mech. Coll. of Texas. 64 p. ms.

3959. **Rasmussen, Alice F.** The earlier environment of boys committed to the State training school at Mandan, North Dakota. Master's, 1933. N.D.St. Coll. 77 p. ms.

Finds broken homes, working mothers, low economic status of the family, employment of boys, crowded living conditions, lack of control and discipline, and educational retardation, whether due to environment or heredity, factors of delinquency.

3960. **Robbins, Marcia.** A comparative study of factors in the social adjustment of well-adjusted and delinquent siblings. Master's, 1932. Smith.

3961. **Shattuck, George E.** Case study of a delinquent boy. Master's, 1933. New York. 66 p. ms.

3962. **Shuder, Harry A.** Sociological, vocational and educational status of prisoners entering California State prison at San Quentin. Master's, 1933. Stanford. 381 p. ms.

3963. **Slaven, Nimrod.** A study of male juvenile delinquency. Master's, 1933. Ind. St.T.C. 68 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 4: 298-99, July 1933)

Attempts to determine at what age boys are most likely to be delinquent, parental condition in delinquent's home, scholastic retardation of delinquents, offenses most frequently committed by delinquents, and the relation, if any, of scholastic standing to delinquency.

3964. **Smith, Helen Raymond.** The difficult child and the teacher. A study of factors in the situations of children whom teachers found it difficult to handle constructively. Doctor's, 1933. T.C., Col. Univ.

Studies several groups of children who were difficult to handle, and the relation of their teachers to the individual children.

3965. ***Snyder, Louise May.** The problem child in school: a study of the differences between problem and non-problem children in the elementary schools of Jersey City. Doctor's, 1933. New York. 178 p. ms.

Studies differences in intelligence, school records, socio-economic status, and personality traits in a problem and a non-problem group of 264 pupils each. Finds a reliable difference in favor of the non-problem group in the items studied except in the socio-economic status.

3966. **Symons, Joseph.** Some appraisements of institutionalized treatment of juvenile delinquents in Utah. Master's, 1932. Utah St. Agr. Coll.

3967. **Theodore, Andrew Efstathios.** Delinquency areas among the Greeks in Chicago. Master's, 1933. Northwestern. ms.

3968. **Weaver, Frederic Lynn.** Delinquency concentrations in the city of San Diego. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 88, October 1933.)

3969. **Yeranian, Olympia.** A follow-up study of 40 delinquent children referred by the juvenile court to a child guidance clinic. Master's, 1932. Smith.

3970. ***Yourman, Julius.** Children with problems. A mental hygiene study of maladjustment in the elementary schools of New York City. Doctor's, 1932. New York. 2 vols.

Attempts to determine the incidence of problem behavior, the characteristics of problem children, the criteria used by the schools in identifying problem children, and the treatment of problem children in school.

LIBRARIES

3971. **Achepohl, Doris Wiley.** A study of the terminology used for professional library literature, with a suggested list of subject headings. Master's, 1932. Illinois.

3972. Adams, A. Elwood. The use of the school library by teachers and pupils in junior and senior high schools. Doctor's, 1933. Southern California. (California quarterly of secondary education, 9: 80, October 1933)
3973. Alexander, Ethel Flowers. A survey of the housing and equipment of the high-school libraries of Baldwin County, Alabama. Master's, 1932. Alabama. 56 p. ms.
3974. Bagley, Alexandria Jane. A study of high-school courses in library usage. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 81, October 1933)
3975. Brown, C. H. and Bousfield, H. G. Circulation work in college and university libraries. Chicago, Ill., American library association, 1933. 179 p. (Iowa State college)
3976. ——— Is the librarian a victim or a beneficiary of the land-grant survey? A.L.A. bulletin 26: 431-35, July, 1932. (Iowa State college)
3977. Buckner, Alice Honor. Important factors to be considered in planning a new library building for the municipal University of Wichita. Master's, 1933. Wichita. 169 p. ms.
3978. Calhoun, Margaret Dean. Administrative control of southern teachers college libraries through faculty committees. Master's, 1933. Peabody. 79 p. ms.
3979. Cappelman, John W. The elementary school library and its influence on the progress of students. Master's, 1932. Stanford. 142 p. ms.
3980. Cullather, Joseph Brennan. A survey of libraries and librarians in the accredited high schools of Alabama. Master's, 1933. Alabama. 166 p. ms.
3981. Dunbar, R. M. University and college library salaries in effect January, 1933. A.L.A. bulletin, 27: 259-64, June, 1933. (Iowa State college)
3982. Emerson, Wallace Leroy. A study of secondary school libraries in the United States from the standpoint of educational administration. Doctor's, 1933. Southern California. (California quarterly of secondary education, 9: 80, October 1933.
3983. Engelstein, Nathan. Current library practices in the teaching of United States history. Master's, 1933. Northwestern. ms.
3984. Ethell, Emily. A plan for teaching the use of books and libraries in a junior college. Master's, 1932. California.
3985. Eurich, Alvin C. Students' use of the library. Journal of higher education, 4: 421-24, November 1933. (University of Minnesota)
3986. Everhart, Frank M. and Matt, H. D. Books commonly found in industrial arts libraries in Iowa. Ames, Iowa State college, 1933. 8 p. ms.
- Lists books found in industrial arts libraries of junior and senior high schools in 107 cities of Iowa having an enrollment of 200 or more.
3987. ——— A survey of the industrial arts libraries in junior and senior high schools with an enrollment of 200 or over, located in the western half of Iowa. Master's, 1933. Iowa St. Coll. 110 p. ms.
3988. Gilstrap, Cosby Louise. Student use of the high-school library. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 83, October 1933)

3989. Gold, Vera Locker. Methods of using the library for classroom instruction. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 83, October 1933)
3990. Gullledge, James Ratliff. The extension work of land-grant college libraries. Master's, 1932. Illinois.
3991. Hirshstein, Bertha T. A sociological study of a public library in an interstitial area. Doctor's, 1933. New York. 222 p. ms.
3992. Katz, Charles L. Recent trends and standards in the planning of college and university library building as adapted to planning a library building at Temple university. Master's, 1933. Temple. 194 p. ms.
3993. Larkin, Arthur Edward. The historical development of the current indexing of published educational information. Master's, 1932. Notre Dame. Includes an index handbook for education reference and research which was issued separately, and contains 86 manuscript pages.
3994. Lehman, Ralph A. Status of 186 high-school libraries and librarians in Kansas Class A and Class B schools. Master's, 1933. Kansas. 95 p. ms. Interprets the administrative practices in high-school libraries through a questionnaire study.
3995. Love, Harriet. The problem of discipline in the attainment of objectives in work with children in public libraries. Master's, 1932. Western Reserve.
3996. McHenry, K. W. A study of certain items pertaining to the libraries of 591 accredited public high schools of Illinois outside Chicago. Urbana, University of Illinois, 1933. 3 p. ms.
3997. Martin, Lora Pearl. The present status of the elementary school library in representative city-schools of Kentucky. Master's, 1933. Cincinnati.
3998. Merriwether, Maude Lucile. High-school library service in Tennessee Rosenwald demonstration units. Master's, 1933. Peabody. 136 p. ms.
3999. Park, Philip B. Reserve library study at the University of Oregon. Master's, 1932. Oregon. 62 p. ms.
4000. Patterson, Alvah G. Investigation of the uses of school libraries in certain types of secondary schools. Master's, 1933. Boston Univ. 114 p. ms.
4001. Raney, M. Llewellyn. The university libraries. Chicago, Ill., University of Chicago press, 1933. 250 p. (University of Chicago survey, vol. 7) Describes the organization of the libraries, and the departmental and general collections.
4002. Rufsvold, Margaret I. Library service to schools in the south since 1900. Master's, 1933. Peabody. 128 p. ms. Studies library service to rural and urban, colored and white, elementary and secondary schools in Alabama, Mississippi, Louisiana, Texas, Kentucky, Tennessee, North Carolina, South Carolina, Virginia, Georgia, and Florida. Finds that the development of school library service is largely dependent upon the development of other types of library service and the status of education itself.
4003. Shepard, Alice Catherine. An analysis of the types of training which should be given in the elementary school relating to the use of books and libraries. Master's, 1932. Michigan. 92 p.
4004. Tross, J. S. Nathaniel. A study of the library facilities of Negro church schools of Pittsburgh, Pennsylvania. Master's, 1932. Pittsburgh. (Ab-

stract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 8: 376-77)

Studies the libraries of 20 Negro church schools with respect to personnel in charge; housing and equipment, including classification and indexes; contents, including books, reference material, periodicals, newspapers, and visual education material; use made of the libraries and their contents; and financial support.

4005. Trotter, Arnold Herman. Contemporary educational literature, its place in the Dewey decimal classification. Master's, 1932. Illinois.

4006. Ward, Mary Dorothy. A study of the effect of school library publicity on the free reading of 9A students in the William Penn high school for girls in Philadelphia. Master's, 1933. Temple. 98 p. ms.

4007. Weyermann, Oscar Ferdinand. The status of library facilities available to the small and medium sized accredited high schools in the State of Washington. Master's, 1932. Washington. ms.

4008. Wilson, Louis B. The service of libraries in promoting scholarship and research. Library quarterly, 3: 127-45, April 1933. (University of North Carolina)

4009. Young, Troy Givan. Status of high-school libraries in Tennessee. Master's, 1933. Peabody. 93 p. ms.

Compares the status of high-school libraries in Tennessee 1929-30 and 1931-32 with reference to number of books in library at beginning of school year, total appropriations, total expenditures, and number of new books added during the year in libraries in small, medium and large high schools; also comparing libraries in Tennessee high schools with the libraries in high schools in 10 other southern states.

BOOKS AND PERIODICALS

4010. Amos, Lucille. A critical edition of six of Alarcon's short stories. Master's, 1933. Peabody. 139 p. ms.

Analyses and edits these stories for classroom use.

4011. Clark, Ethel Baker. An analysis of anthologies of poetry for children. Master's, 1933. Peabody. 125 p. ms.

4012. Cornelinson, Signe. Content of state educational journals, 1929-30 and 1930-31. Master's, 1932. Chicago. 51 p. ms.

Finds that problems of educational interest in general receive about the same emphasis for two succeeding years, but that there are shifts in rank caused by changes in the social order.

4013. Fehr, Lillian McKee. The concept of the teacher as shown by certain educational classics. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 369-70)

4014. *Fowler, Herbert E. Criticism of education in the twentieth century American novel. Doctor's, 1932. New York. 218 p. ms.

Discusses the novelist as a social and educational critic; his views on college and university education, elementary and secondary education, rural education, college and university administration, teachers and their methods; religion and ethics as college problems; sex and the schools; college football; social organizations in college; and phases of the novelists' criticism.

4015. Fried, Bessie James. A study of the standardization of reference books (1922-1932). Master's, 1933. Peabody.

Investigates the steps taken by the National publisher's association and the American library association toward the standardizing of reference books for use in homes, schools and libraries. A code of 13 points sets up definite standards by which all reference books are reviewed by the Subscription books committee of the A.L.A.

4016. **Friedman, Kopple C. and Nemzek, Claude L.** The school magazine in educational literature. School review, 40: 620-26, October 1932. (University of Minnesota)

4017. **Hart, Flora.** An examination of certain contemporary children's literature books to show the utilization of some phases of modern psychology. Master's, 1933. Utah St. Agr. Coll.

4018. ***Hawkes, Louise Restleaux.** Before and after Pinocchio, a study of Italian children's books. Doctor's, 1933. Columbia. Paris, Puppet press, 1933. 207 p.

Traces the background of children's literature in Italy, and discusses the writings of various Italian authors of children's stories.

4019. ***Helm, Margie M.** A technique for the determination of the number of duplicate copies of collateral reference books needed in college libraries. Master's, 1933. Chicago. 82 p. ms.

Presents and analyzes a formula which may be applied in any college library to determine the number of duplicate copies of collateral reference books should be kept on reserve shelves.

4020. **Hoffman, A. M.** Analysis of the industrial drawings contained in magazines read by junior high school boys. Master's, 1932. Miami. 32 p. ms.

Finds that the most frequently used applications of industrial drawings are furniture, electrical drawing, sheet metal drafting and machine drawing. These four applications include 70 per cent of the total number of drawings represented.

4021. **Knolle, Mary Durward.** Changing attitudes of adults toward children as reflected in juvenile fiction, 1780-1885. Master's, 1933. Texas.

4022. **Logasa, Hannah.** Biography in collections suitable for junior and senior high schools. New York, H. W. Wilson's company, 1933. 112 p. (University of Chicago)

4023. **McKissock, Vera M.** Some tendencies in the illustrating of children's books for the year 1932. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 412-13)

4024. **Page, Joanne E.** A study of the growth of world-mindedness as evidenced in the magazines, "Scholastic" and "Literary digest" for the two groups of years, 1923-24 and 1930-32. Master's, 1933. Michigan. 50 p. ms.

4025. ***Pfennig, Hazel Tesh.** Periodical literary criticism (1800-1865). A study of the book reviews from 1800 to the close of the Civil War dealing with the successive works of Irving, Cooper, Poe, Hawthorne, Bryant, and Thoreau which appeared in American publications within the lifetime of the individual authors. Doctor's, 1932. New York. 280 p. ms.

Attempts to determine the standing of these authors in the opinion of their time, and to determine the characteristics of literary criticism in America during the period covered by the study.

4026. **Scruggs, Ouida Price.** Some juvenile fiction series: An analysis and an evaluation. Master's, 1933. Peabody. 80 p. ms.

4027. ***Spitzer, Harriet.** A subject index to Walt Whitman's Complete prose works. Master's, 1933. New York. 91 p. ms.

4028. **Stapler, Lillian Hunter.** A critical bibliography of books of adventure for boys in junior high school. Master's, 1933. Okla. A. & M. Coll. 125 p. ms.

4029. *Weidman, Thelma J. Comparisons of secondary school magazines with press association standards and the methods used by advisers in publishing the magazine. Master's, 1933. New York. 89 p. ms.

Compares the general make-up of 80 school magazines with criteria shown on score sheets and manuals issued by scholastic press associations; indicates the different methods of initiating the magazine, getting the staff cooperation, and financing the magazine; summarizes the values of the magazine; and states some of the problems that confront the advisers.

4030. Young, Wayne. An analysis of children's magazine readings. Master's, 1933. Peabody. 81 p. ms.

READING INTERESTS

4031. Atkinson, Dora Alberta. An investigation of the reading habits, tastes, and attitudes of junior high school students as revealed in their voluntary reading. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 81, October 1933)

4032. *Boney, C. DeWitt. A study of library reading in the primary grades. Doctor's, 1933. T.C., Col. Univ. New York City, Teachers college, Columbia university, 1933. 71 p. (Contributions to education, no. 578)

Analyzes reading texts and professional literature published between 1775 and 1924, courses of study and professional publications dealing with library reading published since 1924, 254 answers to a questionnaire filled out by teachers conducting a library reading program in the primary grades, and compares the objectives and techniques advocated by courses of study, professional publications and teachers.

4033. Campbell, Frances Willard. Required and voluntary readings of Okmulgee high-school English classes. Master's, 1932. Okla. A. and M. Coll. 85 p. ms.

Data indicate that the required reading of high school students influence their voluntary reading over a fourth of the time.

4034. Dickson, John McConnell. A study of the reading interests of Pittsburgh trade school boys. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 361-62)

4035. Gerberich, J. B. and Jones, Charles. The optional and required reading of college students. School and society, 38: 93-95, July 15, 1933. (University of Arkansas)

4036. Hathaway, Gladys H. The reading purposes of adults. Doctor's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 146-54)

4037. Hill, Clyde C. The relationship of reading interests and reading abilities of high-school students. Master's, 1933. Northwestern. ms.

4038. Hill, Grace Winslow. Children's interests in literature. Master's, 1933. West. St. Coll. 32 p. ms.

Studies the books read by the children in the fourth to the eighth grades, inclusive, in the Gunnison, Colorado, public schools during the second semester of the year 1932-33 and the reasons for reading the different books.

4039. Hoerner, Gladys. Compulsory versus voluntary outside reading in Middletown high school. Master's, 1932. Cincinnati.

4040. Hogg, Calvin. The voluntary reading, available library facilities, and reading achievement of the eighth grade pupils in the 1-teacher schools of Butler county, Pennsylvania. Master's, 1933. Pittsburgh. (Abstract in:

University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 385-87)

4041. Horn, Arthur O. The selection of interesting reading materials by the classroom teacher. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 387-88)

4042. Mechling, Georgia L. Reading preferences of the high-school pupils at Butler, Pennsylvania. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 417)

4043. Mendenhall, James E. and Mendenhall, Marcia E. The influence of familiarity upon children's preference for pictures and poems. New York City, Lincoln school of Teachers college, 1933. 74 p. (Lincoln school research studies)

Describes an experiment conducted with grades 7 and 9 of the junior high school of Lincoln school.

4044. Merrill, Leah Dudley. A study of the reading habits of Utah State agricultural college freshmen and senior students. Master's, 1933. Utah St. Agr. Coll.

4045. *Miller, Elmer Joseph. A study of the reading interests of eleventh grade students with special attention to the effect of these reading interests upon the students' reading vocabularies. Master's, 1932. New York. 97 p. ms. Studies the reading interest of 337 eleventh grade pupils in the high-school at Easton, Pennsylvania.

4046. Minnear, Harold H. A comparison of the free reading with the collateral reading for credit of high-school students. Master's, 1933. Kansas. 77 p. ms.

Attempts to discover how well reading as taught in the high-school carries over to free reading habits, and the factors bringing this about, by pairing students in the Oread training school, Lawrence, Kans., with students in the Wyandotte high school, Kansas City, Kans.

4047. Newell-Reinertson, Ada May. A study of the reading interests of students in a junior high school. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 86, October 1933)

4048. Overman, Osie. An investigation of children's interests in historical reading. Master's, 1932. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress and bibliography of publications, 8: 358-59.)

Attempts to determine the type or style of writing that the greater number of children enjoy, and to discover the elements, qualities and characteristics revealed in the content that appeals to the interests of children.

4049. Peterson, Anna Gertrude. Making outside reading a reality. Master's, 1933. Boston Univ. 50 p. ms.

4050. Porter, Elizabeth A. The effect of a study guide upon outside reading in eleventh grade English. Master's, 1933. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 433-34)

4051. Prahm, Chesney J. High-school book reports. Master's, 1933. Iowa. 56 p. ms.

4052. Rice, Cecilia. Technique of story writing for children between ages of 2 and 5. Master's, 1933. Texas.

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