

UNITED STATES DEPARTMENT OF THE INTERIOR
OFFICE OF EDUCATION BULLETIN (1929) - No. 36

BIBLIOGRAPHY
OF RESEARCH STUDIES
IN EDUCATION: 1927-1928

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OFFICE OF EDUCATION

WILLIAM JOHN COOPER, *Commissioner*

BULLETIN, 1929, No. 36

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STUDIES IN EDUCATION
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LETTER OF TRANSMITTAL

DEPARTMENT OF THE INTERIOR,
OFFICE OF EDUCATION,

Washington, D. C., January, 1930.

SIR: The value and significance of research in the field of education is daily becoming more evident. Teachers and school officials are more than ever convinced that there is much to be gained from the scientific study of school procedure. Realizing this fact, students of education throughout the United States have turned their thoughts and efforts toward solving some of their problems through research and experimentation. So extensive has the movement become that it is almost impossible for one to keep informed concerning the latest approved school procedures and the newest proven truths concerning child development and management. Professors and students in schools of education, research workers in State and city school systems, child clinics, and other organizations are all engaged in research activities in this field, and it is small wonder if at times duplication is found in the various studies undertaken. In order that the large number of persons interested in educational research might be kept informed and the duplication of effort might thereby be reduced, the Office of Education in September, 1927, began collecting and disseminating information concerning all investigations in education. The bibliography here presented is the second one to be printed. It lists research studies in education completed during the school year 1927-28.

I recommend its publication as a bulletin of the Office of Education.
Respectfully submitted.

WM. JOHN COOPER,
Commissioner.

THE SECRETARY OF THE INTERIOR.

VII

FOREWORD

The accompanying bibliography, containing 2,403 titles of research studies in education completed during the year ended June 30, 1928, continues Bulletin, 1928, No. 22, *Bibliography of Research Studies in Education, 1926-1927*. As in the preparation of the former bulletin, letters were sent to various research agencies requesting information and publications for inclusion in the list. The responses to these requests, received from 303 institutions and organizations throughout the United States, furnished the material for the present volume.

An examination of the titles included herein emphasizes the fact that there is no generally accepted definition of the term *educational research*. Some of the titles reported to this office certainly do not suggest research work. However, as we had no opportunity to examine the studies themselves, it was thought advisable to include them in the list. Many of the reports received were very incomplete. Therefore, it has not always been possible to be certain of the exact date. While an effort was made to include only material completed between July, 1927, and June, 1928, it is likely that some of the investigations mentioned do not fall within that period. Abstracts of many studies were supplied by the authors of the studies, or by the institutions or agencies reporting them. In other instances the annotations were made in the library division of the Office of Education. Since educational periodicals are indexed in the various guides to periodical literature, no attempt was made to index them for this list, but when research studies published in periodicals were reported to this office by the authors or others, they have been included.

The entire material has been classified by subject and, edited into its final form in the library division of the Office of Education. Where advisable, cross-references have been made from the main group to other references classified elsewhere. An author and subject index immediately following the list will give ready access to the material. The Index of Institutions at the end of the volume shows the institutions and agencies mentioned in the bibliography.

Both published and unpublished studies are included in the present list, so far as the Office of Education has information regarding them. In the case of studies in typewritten or mimeographed

form, the number of pages when known is given, with the abbreviation "ms." following it. Complete bibliographic data are given for each study whenever the information is available, but some descriptions lack certain details which were not supplied by the agencies reporting the studies.

Probably some institutions and some research studies which deserve to be included in this bibliography will be found to be missing, but any such omission is due to the fact that the necessary information was not available to the compiler of the bulletin, who has tried to make the list as complete as possible.

This office can not supply the publications listed in this bibliography, other than those expressly designated as publications of this office. Printed material here mentioned may ordinarily be obtained from the respective publishers. Many of the studies are available for consultation in various public and institutional libraries. For information concerning master's and doctor's theses, address the institution under whose supervision the study was made.

BIBLIOGRAPHY OF RESEARCH STUDIES IN EDUCATION

EDUCATIONAL HISTORY

1. **Allison, A. A.** History and present status of compulsory education in the United States. Master's thesis, 1928. University of Kentucky, Lexington. 90 p. ms.

2. **Augsburger, Fred D.** History of the Ohio state teachers' association. Master's thesis, 1928. Ohio state university, Columbus. 185 p.

A history of the Ohio state teachers' association from 1847 to 1928, stressing its administrative organization. The writer says that the Ohio state teachers' association is a comprehensive body which has been stimulated by and has now absorbed nearly all the earlier and contemporary educational bodies of the State. In its organization it exemplifies the standards which have been set up in previous theoretical studies of such bodies.

3. **Bannermann, Helen.** The horn book. 1928. Fordham university, New York, N. Y.

The study covers Europe and the United States.

4. **Chadbourne, Ava H.** Beginnings of education in Maine. Doctor's thesis, 1928. Teachers college, Columbia university, New York, N. Y.

An analysis of the economic, social, political, and religious conditions obtaining in the province and district of Maine from the time of the first authentic records of explorers and fishermen upon its coast in 1602 until 1820 when it became a state, and the resulting educational tendencies in elementary and secondary schools in the subperiods: 1602-1692; 1692-1785; 1785-1820.

5. **Cummings, Lillian Gibson.** Trends in administration of conduct since 1865. 1928. University of Southern California, Los Angeles.

6. **DeViney, Charles Edward.** The development of the curriculum in American colleges from 1824 to 1900. Master's thesis, 1928. University of Texas, Austin. 97 p. ms.

7. **Dryer, Linnie.** The history of the teaching of education in leading universities and colleges in the United States. Master's thesis, 1928. University of Texas, Austin. 221 p. ms.

8. **Fields, Maudie Joe.** The educational history of Brown county, Texas. Master's thesis, 1928. University of Texas, Austin. 203 p. ms.

9. **Gerhardt, Mrs. Haidee Williams.** The history of the University of Mexico. Master's thesis, 1928. University of Texas, Austin. 90 p. ms.

10. **Gunther, M. C.** The biological basis of education. Master's thesis, 1928. American university, Washington, D. C. 95 p. ms.

An historical review of the development of the biological viewpoint in the major periods of educational history.

11. **Harney, Julia C.** Evolution of public education in Jersey City from its founding to 1900. 1928. New York university, New York, N. Y. 97 p. ms.

A study of the early schools in Bergen, schools in Jersey City before 1852, and schools under the Board of education from 1852 to 1900, including buildings, organization, attendance, teacher training, and curriculum. Findings: Interest in and adequate provision for education except in field of secondary education, which was high in quality but delayed; inadequate high-school accommodations in last year of the century.

12. **Higgins, M. W.** Study of the history of the American frontier. 1928. University of Akron, Akron, Ohio. 55 p.

A study of the American frontier from the period of colonization to the completion of territorial expansion. Findings: The chief credit for the development of unity belongs to the public-school system.

13. **Hill, William Hobart.** The ethical and philosophical training of public-school teachers since 1870 as indicated from the study of 15 outstanding normal schools, colleges, and universities. Master's thesis, June 1928. Boston university, Boston, Mass.

14. **Holmes, R. W.** The school survey movement in the United States prior to 1860. Master's thesis, 1927-1928. University of North Carolina, Chapel Hill.

Describes surveys in New England, South Carolina, and Virginia.

15. **Lewis, Bessie Kate.** A history of education among the Choctaw and Chickasaw Indians of Oklahoma. Master's thesis, 1928. University of Texas, Austin. 141 p. ms.

16. **Lohr, Elida.** A study of changes in textbooks and methods in arithmetic in the nineteenth century with indications of the present trend. Master's thesis, 1928. Duke university, Durham, N. C.

An investigation of the changing conception of the teaching of arithmetic trends and the kinds of materials in courses of study and textbooks. The social conditions underlying and causing these changes. The study shows a decided swing away from the idea of mental discipline to practical applications.

17. **McChesney, Ralph Stanley.** The history of education in Dillon county, S. C., 1731-1928. Master's thesis, 1928. University of South Carolina, Columbia.

18. **Massey, Jackson.** A history of College of Matagorda county, Texas. Master's thesis, 1928. University of Texas, Austin. 235 p. ms.

19. **Monleon, Rev. Pedro O.** Early education in the Philippines. Master's thesis, 1927. Catholic university of America, Washington, D. C. 90 p. ms.

An historical study of education in the Philippine Islands from ancient times until the close of the Spanish régime.

20. **Morris Mrs. Gaile J.** History of education in Randolph county, Ind. Master's thesis, 1928. University of Kentucky, Lexington. 200 p.

21. **Nason, J. M.** A history of public high-school development in Virginia and North Carolina. Doctor's thesis, 1928. University of Chicago, Chicago, Ill. 392 p. ms.

A study of the development of the public high-school systems in Virginia and North Carolina from their inception to the present time, showing that effective systems of public high schools became possible only after the far-reaching social and economic changes of the three decades following the close of the Civil War.

22. **Rosalita, Sister M.** Education in Detroit prior to 1850. Doctor's thesis, 1928. Fordham university, New York, N. Y. Lansing, Michigan historical commission, 1928. 364 p.

The scope of this study includes an investigation into the origins of the early schools, parochial, private, semipublic and public, together with a discussion of their curricula and methods, their founders and teachers. The study excludes the many factors indirectly bearing on education such as libraries, historical societies, lyceums, newspapers, etc.

23. **Rushton, Jessie Eva.** The development of education in Spartanburg county, S. C., prior to 1876. Master's thesis, 1928. University of South Carolina, Columbia.

24. **Spencer, Howard N.** Contributions to education from the world's great Utopias. Master's thesis, 1927. Colorado state teachers college, Greeley.

25. **Todd, Herbert.** A history of educational legislation in Tennessee to 1860. Master's thesis, 1927. George Peabody college for teachers, Nashville, Tenn.

26. **Valade, Ernest A.** *Experimental schools in history.* 1928. George Washington university, Washington, D. C.

An historical survey to discover functions and significance.

27. **Walsh, Mrs. Louise Gilchris, and Walsh, Matthew John.** *History and organization of education in Pennsylvania.* 1928. State normal school, Indiana, Pa.

28. **Willbern, Glen DeWitt.** *A history of Southwestern university,* Georgetown, Texas. Master's thesis, 1928. University of Texas, Austin. 195 p. ms.

29. **Young, Harry F.** *History of education in Wayne county.* Master's thesis, 1928. University of Kentucky, Lexington. 90 p. ms.

See also Items 55, 58, 64, 75, 78, 80, 86, 90, 122-123, 1236, 1268, 1292, 1299, 1370, 1504, 1819, 1860, 2010, 2034, 2052-2053, 2063, 2075, 2274, 2280-2281, 2293, 2327, 2342, 2359, 2361, 2386.

EDUCATIONAL BIOGRAPHY

30. **Angela, Sister M.** *Rhabanus Maurus, early medieval educator.* Master's thesis, 1928. Catholic university of America, Washington, D. C. 34 p. ms.

31. **Bergkamp, Rev. Joseph U.** *Dom Jean Mabillon and the Benedictine historical school of Saint-Maur.* Doctor's thesis, 1928. Catholic university of America, Washington, D. C. Washington, D. C., Catholic university of America, 1928. 123 p.

32. **Clarke, Frances Marguerite.** *The influence of Thompson Simpson on the progress and development of mathematics in England during the century following the death of Newton.* Doctor's thesis, 1928. Teachers college, Columbia university, New York, N. Y.

A study of the life, writings, and correspondence of Thompson Simpson, one of the best of the British textbook writers of his time.

33. **Cornelius, John Jesudason.** *Rabindranath Tagore: India's school-master.* Doctor's thesis, 1928. Teachers college, Columbia university, New York, N. Y.

A study of Tagore's experiment in the Indianization of education in the light of India's history. Part II deals with Tagore's educational theory and practice.

34. **Curtis, Michael Sebastian.** *The significance of the work of Edmond Ignatius Rice as a pioneer in the field of primary education in Ireland, 1802-1844.* Master's thesis, 1928. University of Notre Dame, Notre Dame, Ind.

35. **Gabriel, Sister M.** *Educational influence of Mother McAuley in the United States.* Master's thesis, 1928. University of Notre Dame, Notre Dame, Ind.

36. **Gethman, H. M.** *Herbert Quick.* Master's thesis, 1928. Ohio Wesleyan university, Delaware.

37. **Knight, Laura C.** *Horace Mann and his educational policy.* Master's thesis, 1927-1928. University of Cincinnati, Cincinnati, Ohio. 80 p. ms.

38. **Mayer, Mary Helen.** *St. Thomas Aquinas on the teacher.* Master's thesis, 1928. Marquette university, Milwaukee, Wis. Milwaukee, Bruce publishing company, 1928. 40 p.

39. **Minnich, Harvey C.** *William Holmes McGuffey and the peerless pioneer McGuffey readers.* Oxford, Ohio, Miami university, 1928. 89 p. (Miami university bulletin, ser. XXVI, no. 11, July, 1928.)

The author has organized the material to exhibit the social status of the times and the cosmopolitan character of the population of the Ohio country which created a demand for books of McGuffey tone and timbre.

40. **Mohr, Robert L.** *The relation of John Dewey's educational theory to his metaphysics.* Master's thesis, 1928. Lehigh university, Lehigh, Pa.

41. **Rauwolf, Rev. Hugh L.** Spencer's educational theories. Master's thesis, 1928. Catholic university of America, Washington, D. C. 51 p. ms.
A critical review of the educational theories of Herbert Spencer.
42. **Reed, E. E.** Educational philosophy of Booker T. Washington. Master's thesis, 1928. University of Cincinnati, Cincinnati, Ohio.
43. **Smith, Frances Emily.** Educational implications in a comparison of the teachings of John Calvin and Jean Jacques Rousseau. Master's thesis, 1928. Boston university, Boston, Mass.
44. **Terkel, Meyer.** John Dewey's educational principles and contributions to education in the United States. Master's thesis, 1928. College of the City of New York, New York, N. Y. 109 p. ms.
A systematic survey and organization of Dewey's writings on education and an attempt to trace Dewey's influence in the schools.
45. **Whitehead, Eugene S. J.** Dewey's educational standards, as related to the public schools. Master's thesis, 1928. University of Texas, Austin.
46. **Winfield, Oscar A.** The educational ideals of Ellen Key. Master's thesis, 1928. Yale university, New Haven, Conn. 154 p. ms.
See also Item 150.

CURRENT EDUCATIONAL CONDITIONS

GENERAL AND UNITED STATES

47. **Adams, Romanzo, and Kai, Dan Kane-Zo.** The education of the boys of Hawaii and their economic outlook. A study in the field of race relationship. Honolulu, University of Hawaii, January, 1928. 59 p. (Research publications, no. 4)
48. **Aulsbury, C. W. C.** A reorganized school system for Springdale, Ark. Master's thesis, 1928. University of Arkansas, Fayetteville. 85 p. ms.
A survey of the school plant, school population and financial status of the Springdale, Ark., school district. Recommends a reorganization of the school system on the 6-6 plan and suggests a school building program for the city.
49. **Ayer, Fred C., Pittenger, B. F., Marberry, J. O., and Shelby, T. H.** Laredo, Texas, school survey. 1928. University of Texas, Austin.
An investigation of the adequacy and efficiency of the entire school plant, the ability of the community to pay for good schools, teaching staff, administration and supervision, etc. Findings: The plant is old and antiquated in most particulars and inadequate to house the children seeking admission; the teaching staff is below average in scholarship and professional training; salaries are poor; the community is financially able to erect a good plant and pay reasonably good salaries; practically no effective supervision.
50. **Baumgartner, Ira.** Redistricting of Hardin county for education. Master's thesis, 1928. Ohio state university, Columbus. 92 p. ms.
A social, economic, industrial, religious, educational, and geographical survey, with recommendations.
51. **Bemiller, J. F.** Reorganization of schools of Fairfield county, 1914-1928. Master's thesis, 1928. Ohio state university, Columbus. 82 p. ms.
52. **Bezoler, Nellie Elizabeth.** Trends in education as shown by a study of reports of the National education association. 1928. University of Southern California, Los Angeles.
53. **Bowman, J. O.** The development of education in Wayne county. Master's thesis, 1927-1928. University of North Carolina, Chapel Hill.
54. **Broderick, S. M.** North Carolina's suggestions for education in Sierra Leone. Master's thesis, 1927-1928. Negro agricultural and technical college, Greensboro, N. C.
A comparative study of the two systems of education as they exist in North Carolina and Sierra Leone. Shows how the systems in the latter can be improved by suggestions from the former.

55. **Bunn, B. D.** The growth and development of education in Harnett county. Master's thesis, 1927-1928. University of North Carolina, Chapel Hill.

A study of historical development, present conditions, etc., with recommendations for future growth.

56. **Burr, Samuel Engle.** Report of the survey of the public schools of Lawrence township, Mercer county, New Jersey. 1927. Lawrenceville, N. J., Lawrence township public schools, 1927. 207 p.

A general survey of the condition of the township schools—a comparison with the survey of 1921-1922. Conclusions: There is general improvement over conditions five years ago. However, there is need for a junior high school and special classes.

57. **Burrus, L. D.** Private institutions of learning for the school year ending June 30, 1927. Olympia, Washington state department of education, 1928. 5 p. ms.

58. **Bush, G. C.** The development of education in Lenoir county. Master's thesis, 1927-1928. University of North Carolina, Chapel Hill.

A study of historical development and present conditions, with recommendations for future growth.

59. **Clark, Harold Florian.** The economic effects of education as shown by statements of economists. Bloomington, Indiana university, 1928. 39 p. (Indiana university, School of education. Bulletin, vol. IV, no. 5, May 1928.)

Gives quotations from most of the more prominent economists of the past 50 years.

60. **Cochrane, A. H.** A study of the Quincy school system. Quincy, Mass., School department, 1928. 157 p. ms.

A study of the educational needs of Quincy, the public-school offering, the evolution of the offering, and extensions and improvements needed. Conclusions. Quincy needs: (1) A comprehensive school building program; (2) more classes for mentally and physically handicapped pupils; (3) extension of practical arts classes for men and women; (4) establishment of a department of research and publicity; (5) better method of admitting children to first grade, etc.

61. **Combs, M. L.** Educational survey report of Gloucester county, Va. Richmond, Va., State board of education, 1928. 83 p.

Comprehensive study of all educational phases of Gloucester county, Va.

62. **Crawford, Earle Eugene.** Reorganization of the schools of Napa, Calif. Master's thesis, 1927-1928. Stanford university, Stanford University, Calif.

63. **Crowell, Edwin Ambrose.** Comparative study of transient children in Florida. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

Findings: In intelligence, overageness, and educational quotients the transient children were below the native children as well as below the standard norms; in reading, arithmetic, and language, the differences indicate the native children made better progress than the transient children; in nature study and science, and history and literature, there were no significant differences in progress made; only in spelling did the transient children show any advantage and then the difference was not highly significant.

64. **Drake, W. E.** History of education in Tyrrell county. Master's thesis, 1927-1928. University of North Carolina, Chapel Hill.

A study of the historical development and present conditions, with recommendations for future growth.

65. **Fawcett, Mark.** A comparison of the educational problems of 1910 and 1926, as revealed by educational magazines. Master's thesis, 1928. University of Chicago, Chicago, Ill. 109 p. ms.

The study reveals increased attention to problems of administration in 1926.

66. **Foots, John M., and Lewis, A. C.** An administrative and financial study of Tangipahoa parish school system. Baton Rouge, Louisiana state department of education, 1928. 100 p. (Louisiana state department of education. Bulletin, no. 133, July 1928.)

General study of existing school conditions including buildings, teachers, attendance, consolidation, transportation, financial support, and fire and storm insurance on buildings. Makes recommendations.

67. **Henderson, Cleophas F.** A survey of the French Lick schools, French Lick, Ind. Master's thesis, 1928. Indiana university, Bloomington. 187 p. ms.

68. **Hinson, Jesse J.** Rates of promotion as a means of efficiency in school surveys. 1928. Johns Hopkins university, Baltimore, Md.

69. **Houts, Paul Glendon.** An economic, social, and educational survey of Blount county, Tenn. Master's thesis, 1928. University of Tennessee, Knoxville.

70. **Imperial, Benedicto M.** Education in the Philippines. Master's thesis, 1928. College of the city of New York, New York, N. Y. 82 p. ms.
A survey of the organization and curriculum of schools under Spanish and American régimes.

71. **Jensen, George C.** A cross section of a community; a survey of Humboldt county, Calif. A study made under the joint auspices of the division of research, California teachers' association, and Humboldt state teachers college, Arcata, Calif. Sierra educational news, 24: 21-30, May 1928.

Waste and taxation in school administration compared with waste and prices in private services.

72. **Jones, William C.** Educational offering to Mexicans and Americans in Big Bend county, Texas. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

Ten school systems, widely distributed throughout the Big Bend country of Texas, form the basis for this study. Findings: On every item of cost comparison, the expenditure per pupil is greater in the American schools than in the Mexican schools; the conditions of buildings, playgrounds, and equipment have lower ratings in the Mexican schools than in the American schools; more Mexican schools are failing to meet the minimum state standards than American schools; the supplies furnished each group of schools are more commensurate with needs in the American schools; the number of years of training, experience, and tenure is greater in American schools than in the Mexican schools.

73. **Keesecker, W. W.** Illiteracy of persons from 10 to 25 years of age in 1890 and in 1920. Washington, D. C., United States Bureau of education, 1927. 3 p. ms.

74. **Kentucky. University. Bureau of school service.** A report of a survey of the public schools of Shelbyville, Ky. Lexington, Ky., University of Kentucky, 1928. 191 p. (University of Kentucky, Bureau of school service. Bulletin, vol. 1, no. 1, 1928)

Findings: The organization of the Shelbyville school system is not such as to guarantee that every child in the district shall have such education as he or she may be able profitably to receive; as measured by comprehensive standard achievement tests, the Shelbyville schools are, as a rule, well up to grade standards. Measured on the basis of age standards, Shelbyville pupils are approximately typical of average pupils over the country. When their mental ability is measured by standard group tests of intelligence, the Shelbyville pupils are, on the whole achieving about as nearly in proportion to their ability as are the pupils in the typical American school.

75. **Kiser, O. L.** The development of education in Gaston county. Master's thesis, 1927-1928. University of North Carolina, Chapel Hill.

A study of the historical development and present conditions, with recommendations for future growth.

76. **Klein, Arthur J., Deffenbaugh, Walter S., Covert, Timon, and Lathrop, Edith A.** Educational surveys. Washington, United States Government printing office, 1928. 67 p. (U. S. Bureau of education. Bulletin, 1928, no. 11)

Advance sheets from the Biennial survey of education in the United States, 1924-1926.

77. **Little, H. A.** A definite educational program for Ashley county, Ark. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

As a part of this study the efficiency of small and large schools on several different bases is studied. The large schools are found to be much more efficient than the small schools.

78. **McLain, C. B.** The growth and development of education in Iredell county. Master's thesis, 1927-1928. University of North Carolina, Chapel Hill.

A study of the historical development and present conditions, with recommendations for future growth.

79. **Marshall, Emily L.** A study of the achievement of Chinese and Japanese children in the public schools of Honolulu. Master's thesis, 1927. University of Hawaii, Honolulu. 75 p. ms.

80. **Mullikin, O. S.** School survey of Bourbon county, Ky. Master's thesis, 1928. Ohio state university, Columbus. 71 p. ms.

A complete survey of history, social conditions, social or community center, schools, population, and resources. Four plans for improvement are suggested for the complete consolidation of schools.

81. **Murphy, S. Jackson.** A survey of the Woodland public school. 1928. University of Southern California, Los Angeles.

82. **Nutt, John Hiram.** An educational survey of Bolivar county, Miss. Master's thesis, 1927. University of Chicago, Chicago, Ill.

83. **Owens, Arthur Campbell.** The survey movement in education. Master's thesis, 1928. University of Chicago, Chicago, Ill.

84. **Perkins, Floyd E.** A study of Crosby-Ironton, Minn., public schools, especially financial. Master's thesis, 1928. University of Minnesota, Minneapolis. 153 p. ms.

Analysis of Crosby-Ironton school system as to its efficiency in organization, administration, supervision, teaching results, and financial condition.

85. **Phillips, Frank M.** Statistical survey of education, 1925-1926. Washington, United States Government printing office, 1928. 13 p. (U. S. Bureau of education. Bulletin, 1928, no. 12)

Advance sheets from the Biennial survey of education in the United States, 1924-1926.

86. **Pollock, P. B.** History of education in Jones county. Master's thesis, 1927-1928. University of North Carolina, Chapel Hill.

A study of historical development and present conditions, with recommendations for future growth.

87. **Posey, George Franklin.** A study of the comparative efficiency of three types of schools in Barnwell county, S. C. Master's thesis, 1928. University of South Carolina, Columbia.

88. **Richardson, Louise McCullough.** The development of education in Laurens county, S. C. Master's thesis, 1928. University of South Carolina, Columbia.

89. **Rutledge, R. E.** Report on holding power of the Oakland public schools. Oakland, Calif., Bureau of curriculum development, research, and guidance, Public schools, 1928. 6 p. ms.

Analysis of holding power of the Oakland public schools based upon the number of pupils enrolled in each grade.

90. **Byland, R. T.** Development of education in Pasquotank county. Master's thesis, 1927-1928. University of North Carolina, Chapel Hill.

A study of historical development and present conditions, with recommendations for future growth.

91. **Schieb, Alphonse.** A study of the Ebenezer, N. Y., school system. Master's thesis, 1928. University of Buffalo, Buffalo, N. Y.

A survey of buildings, instruction, and ability to pay.

92. **Strayer, George D.** Report of the survey of the schools of Closter, N. J. New York city, Institute of educational research, Division of field studies, Teachers college, Columbia university, 1928. 138 p.

A study of the community and its population, the school building program, the financing of education, educational achievement, school opportunities, the teaching personnel, and administration, together with recommendations.

93. ——— Report of the survey of schools of Duval county, Fla., including the city of Jacksonville. New York city, Teachers college, Columbia university, 1927. 433 p.

A thorough survey of the school system of Duval county and Jacksonville, Fla., with recommendations for the reorganization and improvement of the situation to meet future needs.

94. **Strayer, George D. and Engelhardt, N. L.** The need for further school accommodations in districts no. 2 and no. 3, Rye, N. Y., with special reference to the high-school problem. New York city, Teachers college, Columbia university, 1928. 65 p.

Recommends a junior-senior high-school plant for Rye as the most immediate need.

95. ——— The need of further school accommodations in Pleasantville, N. Y. New York city, Teachers college, Columbia university, 1928. 24 p. (School survey series.)

96. **Stroup, Charles A.** Application of statistics to school problems of North Dakota. Master's thesis, 1928. North Dakota agricultural college, State College.

97. **Stump, N. F.** City school survey of Mount Hope, West Virginia, 1927-1928. Mount Hope, W. Va., Public schools, 1928. 28 p. ms.

The purpose of this survey was to scientifically measure the efficiency of the entire school system with the hope of finding the weakest spots. Tests of equal difficulty, which were given approximately six months apart, were used as a basis of pupil progress and incidentally the teacher's efficiency was measured. One chapter of the survey is devoted to the progress of pupils from month to month in spelling and handwriting. Progress was measured by means of a standard scale and improvements from month to month, with total teacher improvements for the year.

98. **Thomann, F. C.** An educational survey of the public schools of Pawnee City, Nebr. Master's thesis, 1928. University of Colorado, Boulder. 140 p. ms.

A survey of the school plant, equipment, organization, administration, supervision, finances, teachers, pupils, etc.

99. **Thompson, Roger M.** Tentative index numbers for the schools of Connecticut cities and towns. Hartford, Division of research and survey, Connecticut state board of education, 1928. 13 p. ms.

The index number is determined by eight separate measures which are ordinarily considered indicative of a well administered school system.

100. **United States. Bureau of education.** Educational directory, 1928. Washington, United States Government printing office, 1928. 144 p. (Bulletin, 1928, no. 1.)

101. ——— Record of current educational publications, comprising publications received by the Bureau of education during April-June, 1927. Compiled in the Library division, John D. Wolcott, chief. Washington, United States Government printing office, 1927. 54 p. (Bulletin, 1927, no. 25.)

102. ——— Record of current educational publications, comprising publications received by the Bureau of education during July-September, 1927. Compiled in the Library division, John D. Wolcott, chief. Washington, United States Government printing office, 1927. 50 p. (Bulletin, 1927, no. 38.)

103. ——— Statistics of city school systems, 1925-1926. Prepared in the Statistical division, Frank M. Phillips, chief. Washington, United States Government printing office, 1928. 185 p. (Bulletin, 1927, no. 32.)

Advance sheets from the Biennial survey of education in the United States, 1924-1926.

104. ——— Statistics of state school systems, 1925-26. Prepared in the Division of Statistics, Frank M. Phillips, chief. Washington, United States Government printing office, 1927. 50 p. (Bulletin, 1927, no. 30.)

Advance sheets from the Biennial survey of education in the United States, 1924-1926.

105. ——— **Bureau of efficiency.** Public-school system, District of Columbia. Washington, United States Government printing office, 1928. 208 p. charts. (U. S. 70th Congress, 1st sess. Senate doc., no. 58.)

A report of a survey of the public-school system in the District of Columbia made in response to a request from Senator Lawrence C. Phipps on behalf of the Senate committee in charge of appropriations for the District of Columbia.

106. Vandegrift, Bolland A., Lewis, C. W., and Bennett, J. C. Report of Santa Paula, Calif. Los Angeles, California taxpayers' association, 1927. 49 p.

An analysis of past growth and expenditures and a projected ten-year financial program, 1927-1937, for the city of Santa Paula, Calif. About one-third of the report is devoted to schools. The report shows the necessity and wisdom of a comprehensive budget program. Mexicans require special school provisions, because of language handicap and their slowness and retardation.

107. Wager, R. E., Brinkley, S. G., and Distud, H. J. An educational survey of DeKalb county, Ga. Master's thesis, 1928. Emory university, Atlanta, Ga.

An extensive and intensive study of educational conditions in the county - educational tests, intelligence tests, and financial and administrative analysis.

108. Wahlquist, John T. A study of educational reorganization in Utah, 1923-1927. Salt Lake City, Utah education association, 1927. 15 p. (Bulletin, no. 9.)

109. Wichita, Kans. Public schools. Wichita public schools. Statistics and achievements, 1927-1928. 79 p. (Bulletin, no. 19.)

110. Wiley, George M., Dearborn, Ned, Coxe, W. W., Rogers, F. R., and others. A study of the Schenectady school system. Albany, N. Y., State education department, 1928. 347 p.

Complete study covering all features of the Schenectady school system with cooperation of entire schenectady supervisory and teaching staff. The local school authorities have represented a progressive people and the supervisory and instructional staff have carried forward an educational program in the midst of perplexing problems and difficulties of adjustment. Many of the recommendations were put into effect as the study proceeded, showing the highest type of cooperative effort.

FOREIGN COUNTRIES

111. Anderson, W. A. A study of secondary school examinations. 1928. University of Chicago, Chicago, Ill. 120 p. ms.

A study of the system of setting and scoring examinations in the secondary schools of Manitoba, as conducted by the Department of education for the Province. The variations in standards have been great, but a system of marking was evolved to eliminate these variations.

112. Ballinger, Maurice. Housing the boys' community middle school in Arrah, India. Master's thesis, 1928. University of Southern California, Los Angeles.

113. Carter, Cameron A. Preliminary study of Chinese education. Master's thesis, 1928. University of Maryland, College Park. 111 p. ms.

A study of the bearing of Chinese philosophy upon the education of China, the educational agencies utilized, and the effects of both upon Chinese society.

114. Chow, Shui Chang. Correlations of marks of students in the Nanking Y. M. C. A. high school. Master's thesis, 1928. University of Chicago, Chicago, Ill.

115. Chu, Ypsob. Elementary education in Korea. Master's thesis, 1927-1928. Stanford university, Stanford University, Calif.

116. Covell, James Howard. An evaluation of a course in Shushin used in Japanese middle schools. Master's thesis, 1928. University of Chicago, Chicago, Ill.

117. Delmet, Don Thomas. A study of the mental and scholastic abilities of Mexican children in the elementary school. 1928. University of Southern California, Los Angeles.

118. Dyde, Walter F. Public secondary education in Canada. Doctor's thesis, 1928. Teachers college, Columbia university, New York, N. Y.

A consecutive treatment of public secondary education in Canada, with the purpose of bringing into relief the important characteristics of the system, stating the principal facts on which they are based and the important problems which these facts raise.

119. **Edwards, Joyce.** A philosophy of education for Federated India. 1928. New York university, New York, N. Y.

120. **Geil, Milton George.** The development of the Canadian standard efficiency program. Master's thesis, 1928. Northwestern university, Evanston, Ill.

121. **Gryte, Carl Antonius.** An analysis of the high-school curricula in the provinces of Canada. Master's thesis, 1927. University of Chicago, Chicago, Ill.

122. **Jennings, Henrietta Cooper.** The political theory of state-supported elementary education in England, 1750-1833. Doctor's thesis, 1928. Bryn Mawr College, Bryn Mawr, Pa. Lancaster, Pa., Lancaster press, inc., 1928. vii, 159 p.

123. **Johnson, Thomas Covington.** The financial support of medieval English schools. Master's thesis, 1928. Indiana university, Bloomington. 65 p. ms.

124. **Kellerman, Fritz.** The effect of the World War on European education, with special attention to Germany. 1928. Harvard university, Cambridge, Mass. Cambridge, Harvard university press, 1928. 80 p. (Harvard bulletin in education, no. XIII)

The author analyzes the prevailing attitude of modern education in Germany toward the new democracy, and allows one to infer that under such dominating influences as the Youth movement and the current ideals and practices in painting and literature and other influences, the modern educational movement is a natural expression of a modern democracy that throws its strongest emphasis upon that type of education that secures fully developed, harmonious personality which stands ready to serve the community of man.

125. **Lillethun, Clara C.** Educational progress and development of modern Poland. 1928. University of Southern California, Los Angeles.

126. **McKee, William J.** A method of procedure for constructing a curriculum for rural elementary schools, Punjab, India. Doctor's thesis, 1928. Teachers college, Columbia university, New York, N. Y. 422 p. ms.

127. **MacMahon, Brother Cornelius.** The Irish Christian brothers as a factor in the national educational life of Ireland, 1802-1924. Master's thesis, 1928. University of Notre Dame, Notre Dame, Ind.

128. **Nagle, J. Stewart.** Educational needs of the Straits Settlements and the Federated Malay States. Doctor's thesis, 1928. Johns Hopkins university, Baltimore, Md. Baltimore, Johns Hopkins press, 1928. 194 p.

An analytic study of the trends in school developments forecasting developments to 1851.

129. **Negrin, Rae Dalven.** A study of the backgrounds of foreign education. Master's thesis, 1928. New York university, New York, N. Y. 70 p. ms.

130. **Nelson, Lillian M.** Modern trends in Swedish education. 1928. University of Southern California, Los Angeles.

131. **Parker, Beryl.** Bundeserziehungsanstalten (the Austrian federal boarding schools). Doctor's thesis, 1928. Teachers college, Columbia university, New York, N. Y.

This study presents the Austrian federal boarding schools in their relation to the pre-war Austrian system of education and the post-war school reforms, with attention to the physical conditions of the institutions, their selection of pupils, cooperation of parents, standard of faculty groups, social purpose of the schools, and curricula and methods of instruction.

132. **Shen, Yung-Cheh.** Secondary education in Korea. Master's thesis, 1927-1928. Stanford university, Stanford University, Calif.

133. **Spaulding, David Merriek.** The development of a national program of education in Mexico. 1928. University of Southern California, Los Angeles.

134. **Williams, Charles Sheldon.** A comparative study of the schools for secondary instruction in Europe and America. Master's thesis, 1928. Boston university, Boston, Mass.

A study of the national school systems of the United States, Scotland, Denmark, Switzerland, Germany, France, and England. The structure, organization, articulation, curricula, school statistics, size of schools and classes are taken up in detail.

135. **Wong, Grace D.** The junior high school problems in China. 1927. Syracuse university, Syracuse, N. Y.

See also Items 32-34, 1867, 1905, 1971, 2007, 2010, 2025, 2028, 2036, 2262, 2273, 2379.

INTERNATIONAL ASPECTS OF EDUCATION

136. **Institute of international education, New York, N. Y.** Guide-book for foreign students in the United States. 2d ed., rev. New York, October 1, 1927. 100 p. (Eighth series, Bulletin, no. 2)

137. **Manry, James C.** World citizenship. 1927. Institute of character research, State university of Iowa, Iowa City. 67 p. (University of Iowa studies, no. 136, August 1, 1927)

A measurement of certain factors determining information and judgment of international affairs.

138. **Terman, E. L.** The development and application of national educational survey techniques with special emphasis upon criteria for measuring intelligence internationally. 1928. Teachers college, Columbia university, New York, N. Y.

Intelligence tests were given to 92,000 children in China, 1,000 in Japan, and 1,000 in the United States. Findings: There is no appreciable difference in the intelligence of Chinese, Japanese, and American children.

139. **Wiecking, Emma.** France as depicted in literature for American children; with special reference to nationalism and internationalism. Master's thesis, 1928. Columbia university, New York, N. Y. 140 p. ms.

A study of 184 children's books on France, available in the libraries of the City of New York. Traces of nationalism were found; emphasis has been put on historical literature rather than on literature giving a knowledge of the people themselves.

See also Item 2239.

EDUCATIONAL THEORY AND PRACTICE

140. **Boren, Mrs. Irene S.** An analysis of traditional approaches in modern education. 1928. University of Southern California, Los Angeles.

141. **Clem, Orlie M.** A word-book syllabus in principles of education. Baltimore, Md., Warwick and York, 1928.

142. **Crassus, Valery M.** Educational implications of the Gestalt theory. Master's thesis, 1928. University of Southern California, Los Angeles.

143. **Crawford, C. C.** The technique of study. Boston, Houghton Mifflin company, 1928. 353 p.

144. **Dillon, Rev. Philip A.** Objectives in study. 1928. Fordham university, New York, N. Y. 36 p. ms.

A study confined to New York city showing that definite objectives are lacking in the assignments of many teachers.

145. **Dorsey-McClure, Carolyne V.** A survey of the modern trends in education. 1928. University of New Mexico, Albuquerque.

A survey of the principles of education written up for the layman, parent-teachers' associations, school board members, and legislators.

146. **Fenton, Norman, and Lehman, H. C.** The true-false question and the student's sense of fairness. California bureau of juvenile research, Whittier state school, Whittier, Calif. School and society, 28: 115-116, July 28, 1928.

147. **Funk, Mark Nef.** A comparative study of the results obtained by the method of mastery technique and the method of daily recitation and assignment. Master's thesis, 1927. University of Chicago, Chicago, Ill.

148. **Hayes, Margaret Louise.** A comparison of desirable learnings in formal and informal situations. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

A report of experimental teaching done in the rural schools of Craven county, N. C. An experiment was carried on in two second grades for the purpose of ascertaining if informal teaching is accompanied by more or less retardation than formal teaching. The findings indicate that the pupils in the informal situation acquired subject-matter habits, skills, and abilities a little better than the pupils in the formal situation, and in addition developed in much greater degree, worth-while abilities in habits and skills, and attitudes.

149. **Hildreth, Elon Earl.** An experimental study of the relative efficiency of the contract plan of teaching, compared with the more traditional methods of classroom procedure. Master's thesis, 1928. University of Southern California, Los Angeles.

150. **Humphrey, John W.** The educational philosophy of William James. Doctor's thesis, 1928. University of Cincinnati, Cincinnati, Ohio.

151. **Krueger, Louise Olson.** The effect of interspersing a recall at various stages of learning. Master's thesis, 1928. University of Chicago, Chicago, Ill. 30 p. ms.

Conclusions: (1) Recall was always beneficial; (2) a late recall or after six presentations proved most economical.

152. **Lee, Robert B.** Opportunity for pupil participation in the classroom period. Master's thesis, 1928. State university of Iowa, Iowa City. 89 p. ms.

153. **Menser, Harry Alvin.** The printed versus the oral assignment. Master's thesis, 1928. University of Pittsburgh, Pittsburgh, Pa.

154. **Minton, Arthur.** Content and textbooks in the philosophy of education or the principles of education. Master's thesis, 1928. College of the city of New York, New York, N. Y. 109 p. ms.

Consultation of various sources to determine the content of the course and inquiry into the nature and reasons for choice of textbooks used.

155. **North Carolina educational association. Committee of rural school supervision.** Larger unit teaching. Raleigh, North Carolina state department of public instruction, 1928.

A detailed outline of procedure in the organization of subject matter dealing with North Carolina life. The purpose is to demonstrate the first step in recording the plan followed in larger unit teaching.

156. **Sayers, Ephraim Vern.** Educational issues and unity of experience. Doctor's thesis, 1928. Teachers college, Columbia university, New York, N. Y. (To be published)

The purpose of this study was to examine the issues of educational theory persisting in educational literature today in the light of certain modern conceptions of unity of behavior that have developed in various fields of thought. The data employed were obtained from a reading of the textbooks and preferred references used in undergraduate courses on general educational theory offered in the schools of the American association of teachers colleges.

157. **Taylor, James T.** Two views of original nature considered in the light of their significance for educational theory and practice. Master's thesis, 1928. Ohio state university, Columbus. 95 p.

A presentation of the recapitulation theory and of behaviorism with a criticism of their educational implication. Conclusions: Neither theory can be accepted as a point of departure for organizing materials and methods in democratic schools.

158. **Waples, Douglas.** Investigations in teaching. A manual for service studies by teachers and supervisors. Preliminary ed. 2 vols. Ann Arbor, Mich., Edwards brothers, 1928. 387 p. ms. in 2 vols.

The author distinguishing the service study from the pure research investigation says that the service study is undertaken to solve an urgent problem of the school, or classroom while the research study is often undertaken as much to develop techniques of investigation as to find solutions for the problems. This study considers some methods of conducting service studies.

159. **Wynne, John Peter.** Practical conceptions as a basis of integration and development in educational method. Doctor's thesis, 1928. Teachers college, Columbia university, New York, N. Y. (To be published)

See also under Educational biography and Items 361, 1375, 1748.

EDUCATIONAL PSYCHOLOGY

160. **Atha, W. J.** Relation between intelligence and effective practice. 1928. University of Colorado, Boulder.

Effective practice was found to compensate for slight deficiencies of intelligence. Study shows importance of a method of work.

161. **Barry, Daniel J.** The nature of memory. Master's thesis, 1928. Catholic university of America, Washington, D. C. 70 p. ms.

162. **Burke, Margaret M.** An experimental study of the comparative gain made by pupils making high and low scores. 1927. Syracuse university, Syracuse, N. Y.

163. **Burks, Barbara Stoddard.** The relative influence of nature and nurture upon mental development. Doctor's thesis, 1928. Stanford university, Stanford University, Calif. In 27th Yearbook of the National society for the study of education, 1928, Pt. I, p. 219-321.

A study of the comparison of intellectual resemblance between foster parents and their foster children. Findings: Nurture contributes only 17 per cent to a child's intelligence; 70 per cent of the children have an I. Q. within 6 to 9 points of that which nature would give them.

164. **Bursch, James Frederick.** A study of mental work done by consulting pairs. Doctor's thesis, 1927. Stanford university, Stanford University, Calif.

The purpose of this investigation was to examine the results of certain types of mental work done by two individuals in collaboration. The subjects used were students at Stanford university and the San Jose teachers college during the school year 1926-1927.

165. **Clapp, Frank L.** Introduction to education. Boston, Ginn and company, 1928.

Written in cooperation with W. W. Chase and Curtis Merriman.

166. **Clark, Bernice Ethel.** The effect upon retention of varying lengths of study periods and rest intervals in distributed learning time. Master's thesis, 1928. University of Chicago, Chicago, Ill. 89 p. ms.

Thirty-two subjects learned a sonnet on each of four schedules, each schedule covering 8 days. Retention tests were made 21 days later. Conclusions: Study periods, particularly when they decrease in a geometric progression, contribute more than the rest intervals to retention.

167. **Dawson, L. O.** A study of factors affecting rate of articulation. Master's thesis, 1928. University of Chicago, Chicago, Ill. 82 p. ms.

This study included tests of 200 pupils for articulation rate, mental age, sex, etc. Findings: Girls develop earlier than boys in articulation rate; boys exceed girls after 12 or 13 years of age; etc.

168. **Fisher, M. Lyndall.** Vocabulary difficulties of students in educational psychology. Master's thesis, 1928. University of Nebraska, Lincoln.

The scope of the study is to find out to what extent vocabulary difficulties affect the achievement of students in an introductory course in educational psychology.

169. **Flory, Charles D.** A comparative analysis of general educational psychologies. 1928. University of Chicago, Chicago, Ill. 100 p. ms.

A comparison of general educational psychologies published between 1907 and 1927, inclusive. Findings: There has been a decrease in emphasis on such topics as attention, interest, will. The emphasis on the nervous system as a foundation for behavior has declined in the last decade when compared with the former. The amount of discussion given to educational measurements, social psychology, and learning show an increased emphasis on these topics in the last decade.

170. **Frank, J. O.** Superstitions of the Fox River Valley of Wisconsin. 1928. State teachers college, Oshkosh, Wis.

Investigation of the superstitions held by a number of people in each of a number of communities of the Fox River Valley. Tests were given in various schools and organizations to determine the extent to which these superstitions affect everyday life. Findings: Superstition plays a very important part

in the daily life of many of the people in the communities investigated. It affects the young as well as the old. Certain superstitions have a very bad influence and ought to be eradicated. One of the objectives of education is clearly defined by the study.

171. **Goodrich, John C.** Comparative study of present-day theories of behavior (especially contrasted with the psychology of William James). Master's thesis, 1927-28. University of Cincinnati, Cincinnati, Ohio. 50 p. ms.

172. **Growdon, C. H.** A study of free associations under a new technique. Doctor's thesis, 1928. Ohio state university, Columbus. 95 p. + Appendix, 250 p.

The study included 1,500 subjects, ages 8 to 70. Technique similar to Kent and Rosanoff, except that subjects were blindfolded. Conclusions: Time of reaction greatly lengthened; small sex and environmental differences; large age differences.

173. **Hathaway, Starke R.** A new apparatus for the measurement of the psychogalvanic response with preliminary results. Master's thesis, 1928. Ohio state university, Columbus. 24 p. ms.

A research and experimental study describing apparatus and technique. Findings: The apparatus described will measure the psychogalvanic reflex with sufficient accuracy; the measurements show reliable differences in character of responses in morning and afternoon; the responses may be related to intelligence in their occurrence in success and failure.

174. **Heilman, J. D.** The relative influence upon educational achievement of some heredity and environmental factors. 1928. Colorado state teachers college, Greeley. In 27th Yearbook of the National society for the study of education, 1928, Pt. II, Chap. II. 30 p.

175. **Kelley, Truman L.** Cross roads in the mind of man—a study of differentiable mental abilities. 1928. Stanford university, Stanford University, Calif. About 300 p.

176. **Kelly, E. Lowell.** The relationship between the technique of partial correlation and path coefficients. Master's thesis, 1928. Colorado state teachers college, Greeley.

177. **Kreezer, George.** An experiment in learning. 1928. Cornell university, Ithaca, N. Y. 13 p. ms.

The subjects in the experiment were 100 school children between the ages of 5 and 7.5 years. Findings: (1) A child may learn a relationship like that of "opposites" by a procedure that can not be accounted for by the trial and error theories of learning, such as those of Thorndike and Watson; (2) a statistical measure of the age at which a child is capable of passing a given mental test, such as that involved in the present study, can be provided by the method of constant stimuli—a method heretofore restricted largely to psychophysical experiments.

178. **Kuntz, Leo F.** Education of the will in the light of modern research. Doctor's thesis, 1927. Catholic university of America, Washington, D. C. 76 p.

The specific purpose of this study was to gather such data on will-activity as are available from experimental and rational psychology and the experimental observations of moral and ascetical writers, and to compile this information in such manner as to make it readily accessible to the educator.

179. **MacCallum, Charles L.** The effect of sustained application upon the learning process. Master's thesis, 1928. University of Chicago, Chicago, Ill. Study and experimentation in high-school classes of science and chemistry. The study showed high positive correlation between school marks and sustained application.

180. **Mattie, F. Dorsey.** The influence of attitude upon transfer of training. Doctor's thesis, 1928. University of Colorado, Boulder. 158 p. ms.

The study included three university classes including 186 students. Findings: Attitude, a readiness to act, built up by suggestion, has a significant positive effect upon transfer of training.

181. **Maurer, Nettie A.** Possibilities in training young children to exercise judgment. Master's thesis, 1928. University of California, Berkeley.

The general problem undertaken in this study was to find out to what extent training young children to exercise judgment may be regarded as a significant part of the educational process. For purposes of attack the problem was considered from six angles, involving the study of data from history, psychology, opinion, observation, practice, and philosophy. Findings: In the six fields of inquiry mothers appear to be the only ones who seem not to strongly favor training young children to exercise judgment. The

conclusion drawn from the study is that training young children to exercise judgment is a very significant feature in the educational process. It can be educative, however, only when the educator observes psychological, biological, and sociological principles.

182. **Ogden, Robert M.** Learning as improvement. 1927. Cornell university, Ithaca, N. Y. American journal of psychology, 39: 235-58, 1927.

The theory of learning.

183. **O'Shea, Harriet Estabrooks.** A quantitative study of the effect of interest upon learning. Doctor's thesis, 1928. Teachers college, Columbia university, New York, N. Y. (To be published)

The special vocabulary tests of this experiment proved to be reliable measuring instruments for the 1,100 children who were tested. The children's current knowledge of vocabulary was highest in words typical of the books which they liked best, was next on books neutral in interest, and was lowest on words found in books interesting to the opposite sex.

184. **Poase, Glenn R.** The effect of cramming upon retention—immediate and delayed. Journal of educational research, 17: 222-23, March 1928.

185. **Perry, Winona M.** Measurement and analyses of student achievement in a beginning course in educational psychology. Education, 48: 12-22, September 1927.

186. **Raines, Lester.** The effect of emotionally toned literature, vocally expressed, upon an audience. Doctor's thesis, 1928. Ohio state university, Columbus. 185 p. ms.

This study was made by means of Victor phonograph record to test discrimination of audience to emotionally toned auditory stimuli. Over 900 cases were used. Results varied from previous studies in which photographs were used.

187. **Reed, Oliver B.** The age at which general intelligence reaches maturity. 1928. Kansas state agricultural college, Manhattan.

188. **Rude, Axel S.** A study of statements applicable to teaching and learning situations as found in textbooks on educational psychology and their use in selected texts and materials in the fundamental subjects. Doctor's thesis, 1928. New York university, New York, N. Y. 200 p. ms.

189. **Salkind, Charles.** An investigation into the applicability of the normal curve to certain mental phenomena. Master's thesis, 1928. College of the city of New York, New York, N. Y. 111 p. ms.

Mathematical consideration of assumptions and probable fallacies in the too frequent use of the Gaussian curve. The author advocates the use of a variety of curves fitting more closely the actual distributions of ability.

190. **Schwieger, Raymond A.** A study of the introvert extravert responses to certain test situations. Doctor's thesis, 1928. Teachers college, Columbia university, New York, N. Y. (To be published)

Deals with 103 selected cases of each kind, 17 to 19 years of age. Findings: Introvert is definitely slower in certain simple manual movements; his emotional life is flatter and more constricted. These groups probably represent the extreme ends of a normal distribution which may be thought of as based on (a) social adjustability; (b) autonomic predominance; (c) infantile fixation of an inhibitory type.

191. **Smith, Atherton Carlyle.** The bases of learning. Master's thesis, 1928. Boston university, Boston, Mass.

192. **Stump, N. F.** A classroom experiment in logical learning. Reprinted from the Journal of applied psychology, 11: 117-26, April 1927.

The subjects for this investigation were 16 high-school seniors studying civics, meeting five times each week. The data presented corroborate Norsworthy's results, i. e., the more rapidly we learn the more permanently we retain.

193. **Thompson, Robert S.** A study of the validity of the Downey will-temperament with special reference to the predictive value in practice teaching. Master's thesis, 1927. University of Denver, Denver, Colo.

Findings: Some evidence of prognostic value of Downey will-temperament test.

194. **Washburne, John V.** The effect of questions on learning. 1927-28. Syracuse university, Syracuse, N. Y. (To be published in Journal of educational psychology)

195. **Washburne, John V.** Relation of reversal of image to conduct. 1927-28. Syracuse university, Syracuse, N. Y.

196. **Wilson, M. H.** Emotional reactions between sexes. 1928. Park college, Parkville, Mo.

See also under Psychological tests and Items 357, 909, 1869.

CHILD STUDY

197. **Baldwin, Bird T.** Child psychology: A review of the literature, January 1, 1923, to March 31, 1928. 1928. Iowa child welfare research station, State university of Iowa, Iowa City. Psychological bulletin, 25: 629-97, November 1928.

This review presents a summary of the significant investigations in child psychology during the past five years from the experimental and theoretical aspects. A total of 539 references are cited; these include references to special bibliographies.

198. ——— and **Wellman, Beth L.** The peg board as a means of analyzing form perception and motor control in young children. 1928. Iowa child welfare research station, State university of Iowa, Iowa City. Pedagogical seminary, 35: 389-412, September 1928.

The four Wallin peg boards were used in a study of the development of form perception and motor control of preschool children. Emphasis was placed on the psychological processes involved rather than on the development of test standards; the approach was experimental and analytical. Four hundred and ninety-eight series of tests, including 229 repeated series, were given to 269 children, between the ages of 2 and 5 years, who were in daily attendance at the preschool psychological laboratories of the Iowa child welfare research station.

199. **Blair, John.** Adolescence. 1928. Norwich university, Northfield, Vt. 16 p. ms.

A special investigation of adolescence in rural high schools of Vermont.

200. **Bonham, Martha A., and Sargent, Mae K.** A study of the development of personality traits in children 24 and 30 months of age. Master's thesis, 1928. Catholic university of America, Washington, D. C. 44 p. ms.

201. **Carmichael, A. Max.** To what objective stimuli do 6-year-old children respond with intentional misrepresentation of facts. 1928. State university of Iowa, Iowa City. (Offprinted from Pedagogical seminary and Journal of genetic psychology, 35: 73-83, March 1928.)

Two hundred and eighty-nine cases of intentional misrepresentations form the basis of this study, which endeavors to throw light on two questions, what are the objective elements in situations to which 6-year-old children respond with intentional misrepresentation of fact, and how do these elements combine.

202. **Carter, T. M.** The mental development and anatomical development of children as shown by the ossification of the wrist bone. [1928.] Albion college, Albion, Mich. Michigan education association. Yearbook.

203. **Child study association of America.** A selected list of books for parents and teachers, revised 1928. Selected and compiled by the Parents' bibliography committee . . . New York city, Child study association of America, 1928. 78 p.

An annotated bibliography of books and pamphlets on child study, education, etc.

204. **Cushing, Hazel.** A study in personality differences (as related to perseverance). Doctor's thesis, 1928. Columbia university, New York, N. Y.

Seven situations, designed "to discover whether there exists in individuals in varying amounts a tendency to persist in a given mental set when no distracting stimuli are introduced into the situation," were applied to a group of preschool children.

205. **Enders, Abbie Crandell.** A study of the laughter of the preschool child in the Merrill-Palmer nursery school. 1927. Merrill Palmer school, Detroit, Mich. 15 p. (Reprinted from the Papers of the Michigan academy of sciences, arts and letters, vol. VIII)

Findings: (1) Both groups of children—those with average and higher intelligence—laughed practically the same number of times each day; (2) an interesting difference in age groups appeared, the middle group—the 3-year-olds—showed an average amount of laughter less than either the younger or older group; (3) the social or personal element in laughter appeared to be the same for all the children from 2 to 5 years of age. They laugh most frequently when playing with other children; they seldom laughed when with adults or when alone; etc.

206. **Fenton, Norman**. Fallacies about the only child. 1928. California bureau of juvenile research, Whittier state school, Whittier, Calif. *New republic*, 54: 342-43, May 9, 1928.

Many fallacies exist in regard to "only" children. The ordinary assumption that the overwhelming majority of such children are selfish, spoiled, etc., seems not to hold when a sufficient number are compared with other children.

207. **Gauger, Marguerite Elston**. A study in the modifiability of responses of certain taste stimuli of the preschool child. Doctor's thesis, 1928. Teachers college, Columbia university, New York, N. Y.

An experimental study of 17 subjects, who ranged in age from 18 months to 40 months, to ascertain whether or not the responses of children to taste stimuli (especially to annoying stimuli) were modifiable. The experiment showed that the responses were modified. The annoying stimuli came to be less annoying, indifferent, and even satisfying. The satisfying stimulus became less satisfying.

208. **Gleason, Clyde W.** The delayed reaction as a preliminary step toward sleep. Doctor's thesis, 1928. Ohio state university, Columbus. 100 p.

This study aims to determine the effect of constant visual and auditory stimuli upon the induction of sleep; to construct a battery of reaction variables that will measure the degree of sleep reached. Findings: (1) Stimulus system largely successful for sleep induction; (2) hypnotic effects noted; (3) part of adopted reaction measures successful, sufficient to warrant further study which is being carried on at University of Pittsburgh.

209. **Gregg, Alice, Linton, Ethel, and Miller, Marion**. A study of the laughter of young children. 1928. Institute of child welfare research, New York, N. Y.

Three groups of preschool children were studied. Every situation in which laughter occurred was recorded, descriptively. An index of social responsiveness was evolved, i. e., the ratio of laughter to "exposure" for each child. Great individual differences evolved. There was also a marked difference in the sort of situation provoking laughter, as between individuals, and as between age-groups.

210. **Hughes, Mrs. Lois Spears**. A comparative study of the intelligence of Mexican and non-Mexican children. Master's thesis, 1928. University of Texas, Austin. 78 p. ms.

211. **Jones, Harold Ellis**. A first study of parent-child resemblance in intelligence. In 27th Yearbook of the National society for the study of education, 1928. Pt. I, p. 61-72.

A study of 105 families, both parents and two or more children. Data are reported on the dominance of superior intelligence, the influence of the mother, the influence of the same sex, the issue of unlike parents, and the maximum influence of heredity. Findings: Parent-child resemblance in mental traits is practically the same as in physical traits.

212. ——— and **Hsiao, H. H.** A preliminary study of intelligence as a function of birth order. 1928. Institute of child welfare, University of California, Berkeley. *Pedagogical seminary and Journal of genetic psychology*, 35: 428-33, September, 1928.

A critical review of two earlier studies, and presentation of data on intelligence differences in 614 pairs of siblings. No reliable difference, attributable to birth order, was found.

213. **Meek, Lois Hayden**. Guidance materials for study groups No. IV: Characteristics of adolescence. Washington, D. C., American association of university women, 1927. 47 p.

An outline and selected bibliography for the guidance of adult groups studying the characteristics of adolescence.

214. ———. Guidance materials for study groups No. III: Interests of young children. Washington, D. C., American association of university women, 1927. 40 p.

An outline and selected bibliography for the guidance of adult groups studying the play interests of children of preschool age.

215. **Niebuhr, Hulda.** Children's lies. Master's thesis, 1928. Boston university, Boston, Mass.

216. **Olson, Willard C.** The measurement of nervous habits: a quantitative study of normal children. 1928. University of Minnesota, Minneapolis. (To be printed by the University of Minnesota press as a monograph of the Institute of child welfare)

The study included preschool and elementary children. A method of observational measurement was developed which yields a quantitative score of determinable reliability for each child. Reliability coefficients by various methods hover about 0.87. Nervous habits have been studied in relationship to the following variables: Family history, familial resemblance, imitation, habit, fatigue, nutrition, sex, etc.

217. **Paulus, Ella Everett.** A study of status and growth of selected infants 9 to 14 months of age. Master's thesis, 1928. Cornell university, Ithaca, N. Y. 114 p. ms.

A study of four infants for five months by five procedures: (1) The history; (2) monthly physical examination; (3) monthly psychological examination, (4) intensive observations for three hours a week; and (5) the health-habit record. The main contribution consists in the analysis and organization of the observational data to show periodic descriptive reports of each child and to show variation in the environmental stimuli and the responses of the different infants and the same infant from period to period. The method of study is suggested for infants in homes, in home economics practice houses, and in institutions.

218. **Payne, Anna L.** A study of resistant behavior based on observations of young children. 1928. Cornell university, Ithaca, N. Y.

219. **Porter, Electa Penina.** The color preference of 1,032 very young white children. Master's thesis, 1927. University of Denver, Denver, Colo. 97 p. ms.

A study of 1,032 children between the ages of 3 and 6. Young children prefer the color red; boys and girls have about the same color preference.

220. **Quilliard, Margaret J.** Child study discussion records. Development—method—techniques. New York city, Child study association of America, 1928. 74 p.

This project was undertaken for the purpose of ascertaining what constitutes helpful methods and materials for use with groups composed of parents having a limited educational background. Groups used as a basis for the study were organized and conducted in seven different localities in New York city. These were in operation for one, two, three and in one instance, four seasons.

221. **Rasey, M. I.** Children's lies. 1928. Detroit teachers college, Detroit, Mich. 12 p. ms.

The study consists of an examination of data secured from 6,000 children, fourth through twelfth grade, in response to request to write the worst lie they ever heard of, and also the most justifiable lie, if they believed a lie ever justifiable. Lies fall into several large classifications. The largest per cent of lies cited are lies to avoid punishment. Rather marked sex differences were found after 10 years of age. Boys lie to brag more than girls; girls lie to acquire more than boys.

222. **Shambaugh, Olive Lucile.** An associated study of child vocabulary. Master's thesis, 1927-28. Stanford university, Stanford University, Calif.

223. **Snarr, Edna Casto.** A study of the rate of articulation in children of different ages. Master's thesis, 1927. University of Chicago, Chicago, Ill.

224. **Sproull, Clarence T.** The relation between the order of birth of siblings and the intelligence quotient. Master's thesis, 1928. University of Southern California, Los Angeles.

225. **Taylor, Pearl Langdon.** An analytical study of Eugene Field's poems written about children. 1928. George Peabody college for teachers, Nashville, Tenn.

One hundred and fifty-nine poems were used in making this study. Of these, 34 are reminiscent; 23 (not including the lullabies) treat of babies; 31 are lullabies; 42 are written about children; 19 have the death of children for a theme; 40 contain humor; and 8 are unclassified.

226. **Thomas, Dorothy Swaine.** Technique for the study of child behavior. 1928. Institute of child welfare research, New York, N. Y. 150 p. (To be published by Teachers college, Columbia university, New York, N. Y.)

The interrelations of various indices of social behavior are described in detail. Includes studies by Margaret Barker, Alma Perry, Ruth Hubbard, Able Loomis, Ethel Linton, Marion Miller, Mary Herbon, Janet Nelson, etc.

227. **Turner, Edna Mesle.** A study of obedience in three young children. Master's thesis, 1928. University of Chicago, Chicago, Ill.

228. **Updegraff, Ruth M.** The visual perception of distance in young children and adults: A comparative study. Doctor's thesis, 1928. Iowa child welfare research station, State university of Iowa, Iowa City.

This investigation is an attempt to study the acuity of visual perception of distance and the relative influence on this acuity of the two factors, size of the retinal image and linear perspective. The experiment included: (1) A preliminary study of the distance vocabularies of young children; (2) a study of the ability of 4-year-old children and adults to distinguish differences in distance of two stimuli varying around a standard distance of 505 cm from the observer; (3) a secondary study of the distance perceptions of 4-year-old children and adults at long range; and (4) a secondary study of the distance perceptions of four 2-to-4-year-old children and adults at a distance of 1 m. Findings. The difference limen for distance perception in the 4-year-old children was in general slightly less than that of the adults, although the limens closely approximated each other. The results showed that the judgments of the children were no more variable than those of the adults.

229. **Vaughn, James.** Experimental study of the effects of various types of instruction on behavior. Doctor's thesis, 1927. University of Chicago, Chicago, Ill.

230. **Vincent, Alexander Roy.** Children's ability to estimate and record their response to expressive lines. Master's thesis, 1927. University of Pittsburgh, Pittsburgh, Pa.

231. **Washburne, John V.** Relation of children's wishes to intelligence. 1928. Syracuse university, Syracuse, N. Y. (Conclusions briefed in "Adolescence," by L. S. Hollingworth.)

232. **Weill, Blanche C.** The behavior of young children of the same family. 1928. Harvard university, Cambridge, Mass. Cambridge, Mass., Harvard university press, 1928. 220 p. (Harvard studies in education, vol. 10)

The material for this study is taken largely from habit clinic records, covering cases handled by the author while she was psychologist in Dr. Douglas A. Thom's habit clinics in Boston. The 17 cases reported each supports the theory that there is not one environment only for a family, but that there are as many environments as there are members in the family.

233. **Wolter, Ophelia Halden.** Modern heredity. Master's thesis, 1928. University of Denver, Denver, Colo.

234. **Zachry, Caroline Beaumont.** Personality adjustments of school children. Doctor's thesis, 1928. Teachers college, Columbia university, New York, N. Y.

The purpose of this study was: (1) to note some of the emotional difficulties which prevent the child from adjusting to school situations; (2) to find wherein these difficulties are due to the home and physical conditions and to suggest ways in which the school may help in these adjustments; (3) to find out which difficulties are due to the school situations and to see what changes in method and subject matter these findings suggest; (4) to examine the contributions of psychiatry, psychology, and general educational method in order to find out what valuable techniques for personality adjustment each presents and how these techniques may be combined into an educational procedure which holds constructive personality integration as a major objective.

See also Items 970, 975.

EDUCATIONAL SOCIOLOGY

235. **Jacobs, Guy A.** Maps of Manhattan as research resources for educational sociology. Master's thesis, 1928. New York university, New York, N. Y.

All map studies or map projects made since 1914 that include as a major area the Island of Manhattan have been summarized as to content, purpose, and in fact, every available bit of information. Particular emphasis has been placed upon those maps that represent social phenomena of an educational sociological significance.

236. **Stautz, George, jr.** Neighborhood of union settlement. 1928. New York university, New York, N. Y.

237. **Zeleny, L. D., and students.** Sociological studies of pupil-student-teacher relationships. 1928. State teachers college, St. Cloud, Minn. 10 p. ms. A report of case studies of social interaction between pupils and student-teachers. Conclusions: The pupil-student-teacher relationship is different from pupil-teacher relationship and needs more study from the point of view of behavior problems.

PSYCHOLOGICAL TESTS

238. **Bartrug, C. M.** The relation of associated facts to permanent retention of subject matter. Master's thesis, 1927. Iowa state college, Ames. 96 p. ms.

Acquisition and retention of 60 facts tested, involving five types of associations, learned by 112 college alumni and 47 high-school students. Conclusions: (1) Associations, or thought relationships, actually influence retention of subject matter. (2) A wide variation exists as to the effectiveness of the respective types of thought relationships in the fixation of knowledge in the minds of both adults and adolescents. (3) In general, time and place relationships are relatively ineffective in the fixation of knowledge, whereas relationships of comparison, relationships to the truth, and relationships of cause and effect are relatively effective, etc.

239. **Bass, Hyman.** An attempt to improve the directional scoring of the Otis self-administering test. Master's thesis, 1928. College of the city of New York, New York, N. Y. 44 p. ms.

This is a study of the use of a relatively new method of scoring test items and the effectiveness of that method in improving the value of the Otis test in predicting success in English marks and in general average mark. Conclusions: The use of the new scoring method increased the validity coefficients by 42 per cent and 36 per cent in two instances.

240. **Boardman, Charles W.** Professional tests as measures of teaching efficiency in high school. Doctor's thesis, 1928. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1928. 85 p. (Contributions to education, no. 327)

The problem of this study was to select or devise professional tests which in combination with each other or with other measurable traits will form a measure of the teaching efficiency of high-school teachers. Data are presented from small high schools, from a teacher-training high school, and from a large city high school. While the results obtained were negative in character, they indicate that there is a large hope for obtaining more satisfactory measures of teaching efficiency by extending the types of the tests to include other traits and characteristics.

241. **Brigham, Carl C., chairman.** General report on the scholastic aptitude test, June 23, 1928. In College entrance examination board. Annual report, 1928. p. 147-99.

242. **Burton, William Hollis.** The prognostic value of intelligence tests in the selection of teachers. Master's thesis, 1927-28. University of Cincinnati, Cincinnati, Ohio. 90 p. ms.

243. **Chen, Hsuan Shan.** The comparative coachability of certain types of intelligence tests. Doctor's thesis, 1928. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1928. 101 p. (Contributions to education, no. 338)

The aim of the present study is to compare certain types of intelligence tests as to their relative degree of coachability.

244. **Curry, Chapman Kenton.** A study in variability of the performance of pupils. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

One hundred and ten pupils of the Peabody demonstration school were given the Ayres spelling tests, the National Intelligence test, the Binet-Simon test and the Monroe reading, rate and comprehension tests. Findings: With a highly selected group of pupils, there is very little variation in the performance of pupils, as is evidenced by the closeness of the grouping of the scores around the median point. Fifty per cent of the pupils did not vary more than ± 0.55 sigma from the median point.

245. **Dougherty, Mary L.** A comparative study of nine group tests of intelligence for primary grades. Doctor's thesis, 1928. Johns Hopkins university, Baltimore, Md. Baltimore, The Johns Hopkins press, 1928. 120 p. (Johns Hopkins university studies in education, no. 10)

The author tested a total of 800 children in the four grades, and a year later tested 400 of the same children. Special criteria were adopted for evaluating the merits and the limitations of each of the following tests: Cole-Vincent test for school entrants; Dearborn group tests of intelligence, Series I; Detroit first grade test; Haggerty intelligence test, Delta I; Otis primary intelligence test; Pintner-Cunningham primary mental test; Kingsbury primary group intelligence scale; Pressey primary classification test; Myers mental measure. A summary of conclusions indicates desirable procedure in each grade for answering certain definite questions.

216. **Dryden, Jonathan H.** A study of general information of college entrants as revealed through the Thorndike intelligence examination records. Master's thesis, 1928. University of Southern California, Los Angeles.

217. **Dyer, Larry Everett.** The relation between the percentile ratings on intelligence tests of 513 Bloomington grade-school children and their success in school. Master's thesis, 1928. Indiana university, Bloomington. 51 p. ms.

Findings: (1) There was a relationship between percentile ratings and pupil success in school as indicated by teachers' marks; (2) on an average a direct relation was found between home conditions, percentile ratings, and scholarship marks; (3) on an average, a relation was found between health of pupils, percentile ratings and scholarship marks; (4) the school authorities should not be satisfied with one testing on a pupil but should use several tests and the tests should be of different types.

218. **Edgerton, Harold A., and Toops, Herbert A.** A table to facilitate the calculation of the probable error of the mean. Educational research bulletin (Ohio state university), 6: 351-54, November 9, 1927.

219. **Freeman, Frank S.** Influence of educational attainment upon tests of intelligence. 1928. Cornell university, Ithaca, N. Y. 13 p. Journal of educational psychology, 19: 230-42, April 1928.

A repetition and extension of a similar study of Cyril Burt's, from which he concluded that the Binet test was a measure chiefly of school work. Results do not confirm Burt's findings.

220. ——— A note on the intercorrelation of intelligence tests. 1928. Cornell university, Ithaca, N. Y. American journal of psychology, 40: 349-50, April 1928.

A study of the correlation of parts within a test, as compared with correlations of parts with total score. Conclusions: The mathematical desideratum of low intercorrelations and high correlations with total score can be closely approached.

221. ——— Power and speed: their influence on intelligence test scores. 1928. Cornell university, Ithaca, N. Y. 6 p. ms.

Findings: Power is the principal factor in performance on scaled tests, even when there are time limits.

222. **Furfey, Paul Hanly.** The measurement of developmental age. 1927. Catholic university of America, Washington, D. C. 40 p. (Educational research bulletins, vol. II, no 10, December 1927.)

223. **Garrett, James Elmer.** A comparison of the intelligence of whites and Indians in common schools of Oklahoma. Master's thesis, 1927. University of Denver, Denver, Colo. 160 p. ms.

Nine hundred white and full or mixed Indians in United States Indian schools and in common schools were tested. Findings: Common school Indian students were slightly more intelligent than those in United States Indian schools. White students were most intelligent.

224. **Grover, C. C.** Report on primary group intelligence tests, spring semester, 1928. Oakland, Calif., Bureau of curriculum development, research and guidance, Public schools, 1928. 11 p. ms.

A study of the use of three group tests in 1-1 grade, their reliability and a method for translating scores directly into letter ratings.

225. **Harskman, Harvey Lee.** Determination of a critical point on a mental rating scale below which high-school students do not accomplish their work in arithmetic, algebra, and geometry. Arsenal technical high school, Indianapolis, Ind. Master's thesis, 1928. Indiana university, Bloomington. 71 p. ms.

226. **Herben, Mary Shattuck.** Rapport in psychological test situation. New York city, Institute of child welfare research, 1928.

An evaluation of the techniques which tend to produce good rapport with preschool child through verbatim records of actual test situations.

257. **Isaacs, Archie.** Evaluation of the items of the Otis self-administering test in terms of high-school English marks. Master's thesis, 1928. College of the City of New York, New York, N. Y. 60 p. ms.

The use of a relatively new item goodness coefficient to determine the goodness for English mark prediction of various types of intelligence test items. The conclusions are conditional—miscellaneous results concerning the item coefficient and value of types of items are presented.

258. **Janus, Morris.** I. Q. as indicative of achievement in Townsend Harris Hall high school. Master's thesis, 1927. College of the city of New York, New York, N. Y. 31 p. ms.

Correlations of Terman group test, the Otis self-administering higher, and the Thorndike-McCall reading scale with school achievement for one term. Findings: Coefficient of correlation ranged from 0.06 to 0.52, median being about 0.3 for intelligence tests; reading age yielded the four following coefficients, when correlated with achievement: 0.22, 0.23, 0.24, and 0.42.

259. **Kincaid, Mrs. Pansy.** Comparative study of the exceptionally high and the exceptionally low in intelligence rating. Master's thesis, 1928. University of Akron, Akron, Ohio. 31 p.

A study of students at the University of Akron. Findings: (1) There is a positive relationship between intelligence ratings and academic grades. (2) there is a positive relationship between intelligence rating and the number of semester hours a student can carry; (3) there is a relation between the intelligence rating and the length of time a student remains in school; etc.

260. **Kopf, Helen M.** Study of prognosis test for admission to high school. Piqua, Ohio, Public schools, 1928.

The purpose of the study was to find the relative competence for admission to high school, also to determine what subjects should be studied by first-year students in high school.

261. **Kuhlmann, F.** The Pearson r and a further-note on the Kuhlmann-Anderson tests. St. Paul, Minn., Research division, Minnesota state department of public institutions, 1928. 14 p. ms.

A criticism of Pearson formula for computing correlations, with a substitute formula comparing its results with Pearson coefficients of correlation. Findings: The Pearson formula is entirely inadequate. Faults inherent in most group intelligence tests result in high Pearson coefficient of validity and reliability.

262. **Lange, Irene Dunn.** The value of the Otis self-administering test of mental ability as a means of predicting the success of pupils in junior high school. Master's thesis, 1927. University of Chicago, Chicago, Ill.

263. **Lefever, David Welty.** The prognostic values of certain groupings of the test elements of the Thorndike intelligence examination for high-school graduates. Doctor's thesis, 1927. University of Southern California, Los Angeles.

264. **LeGrande, H. O.** A comparative study of certain dual scholarship contest scores and their relation to intelligence scores. Master's thesis, 1928. University of Kansas, Lawrence.

265. **Lentz, T. F.** The relation of I. Q. to size of family. 1927. Washington university, St. Louis, Mo. *Journal of educational psychology*, 18: 486-96, October 1927.

266. **Linfert, Harriette-Elise, and Hierholzer, Helen M.** A scale for measuring the mental development of infants during the first year of life. 1928. Catholic university of America, Washington, D. C. Baltimore, Md., Williams and Wilkins co., 1928. 33 p.

267. **Mathews, C. O.** Effect of position of printed response words upon children's answers to questions in two-response types of tests. 1927. Ohio Wesleyan university, Delaware. *Journal of educational psychology*, 18: 445-58, October 1927.

268. **May, Walter M.** A report on results of tests in intelligence, history, and English for grade XII. Concord, N. H., State board of education, 1928. Results of intelligence tests, history and English tests in the spring of 1927-28.

269. **Misaki, Hisakichi.** The effect of language handicap on intelligence tests of Japanese children. Master's thesis, 1927-28. Stanford university, Stanford University, Calif.

270. **Mitchell, I. B.** The comparative achievement of white, Mexican and colored children in elementary public schools. Master's thesis, 1928. University of Kansas, Lawrence.

271. **Munroe, John.** The inconstancy of the intelligence quotient and the influence of environment upon intelligence. Doctor's thesis, 1928. University of Chicago, Chicago, Ill. 292 p. ms.

Covers tests and retests upon different groups of children during a period of 14 years. Findings: The intelligence quotient is highly inconstant and environment materially modifies intelligence.

272. **Nelson, Janet Fowler.** Significance of psychological test situation as regards resistance, reaction time, and praise. New York city, Institute of child welfare research, 1928.

This study is based on stenographic reports of 28 psychological tests. Findings: Indications that intelligence, as well as chronological age, is a factor in resistance as thus noted. Negative results on reaction time. The greater per cent of praise given was routine in character. Some indication that brighter children received less praise than duller children.

273. **Newell, Constance.** The value of the form board for the mental measurement of young children: A critical analysis. Master's thesis, 1928. Iowa child welfare research station, State university of Iowa, Iowa City.

The form boards for the mental measurement of young children that have been described in literature were classified into a relatively small number of groups. A representative form board was then selected from each group and presented to from 61 to 246 preschool children. Analysis of the results in regard to the relationship of certain factors of performance to age, sex, and mental age, the interrelationship of these factors, and the methods used in solving the form boards are presented. The form board test was found to be a measure of maturity of preschool children.

274. **Owens, William A.** On a certain value of the Thurstone tests in predicting scholarship. 1927. Winona state teachers college, Winona, Minn. 5 p. Educational administration and supervision, 13: 495-99, October 1927.

On the basis of equated percentiles in Army alpha and Thurstone, the meeting or failure to meet expectancy by students is predicted.

275. **Phillip, Brother.** The measurement of attention. Doctor's thesis, 1928. Catholic university of America, Washington, D. C. Baltimore, Md., Williams and Wilkins company, 1928. 81 p. (Reprinted from Studies in psychology and psychiatry, vol. II, no. 1, June 1928).

The purpose of this study was to devise a group test for the measurement of attention, which would eliminate apparatus and be more economical of time. It was planned to measure a sufficiently large homogeneous group by Woodrow's method and two other laboratory methods, then to devise a group test the validity of which was to be determined from its correlation with the laboratory tests.

276. **Poland, Raymond Hobart.** The effect of practice on intelligence test results. Master's thesis, 1928. Indiana university, Bloomington. 46 p. ms.

The purpose of this investigation was to determine the effect of practice with intelligence tests on intelligence test results and the effect of practice with achievement tests on intelligence test results.

277. **Prewett, Hattie O.** The validity of group intelligence tests in reclassification of pupils. Master's thesis, 1927. Colorado state teachers college, Greeley.

278. **Riley, Hershel B.** Relation of language ability to intelligence. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

A series of language and intelligence tests were given to 130 high-school and grade pupils of Munfordville graded and Hart county high school, Munfordville, Ky. From the data obtained, a decided positive relationship was found to exist between intelligence tests and language tests. The relationship, however, was much lower with spelling than with the other phases of language.

279. **Rogers, Agnes L., Durling, Dorothy, and McBride, Katherine.** The constancy of the I. Q. and the training of examiners. *Journal of educational psychology*, 19: 257-62, April 1928.

280. ———— The effect on the intelligence quotient of change from a poor to a good environment. 1927-28. Bryn Mawr college, Bryn Mawr, Pa. 9 p. (Offprint from the 27th yearbook of the National society for the study of education, 1928, Pt. I)

The subjects of the study were 64 girls of native American stock, who came originally from extremely poor social and educational conditions and who now are in superior environment. These results show no appreciable effect of the environmental change upon the intelligence quotient. Such differences as are found may well be due to accidental causes.

281. **Sangren, Paul V.** Statistical comparisons of certain intelligence tests. Kalamazoo, Mich., Western state teachers college, 1928. 36 p. ms.

282. **Schafer, L. A.** A study of intelligence scales for grades nine and ten. Master's thesis, 1928. University of Colorado, Boulder. 59 p. ms.

Three intelligence tests were used with 40 ninth grade and 40 tenth grade pupils. Findings: The Otis test ranks first in (a) its correlation with the composite score of the intelligence tests; second in (b) its correlation with the composite score of the diagnostic tests; third in (c) discriminative capacity; and fourth in (d) administrative features. The Terman test ranks second in (a), first in (b), second in (c), and first in (d). The Dearborn test ranks third in (a), third in (b), first in (c), and third in (d). On the whole the tests rank Terman first, Otis second, and Dearborn third.

283. **Scott, Mrs. Adelin White.** A comparative study of children in relation to nationality and environment on certain intelligence and achievement tests. Doctor's thesis, 1928. Teachers college, Columbia university, New York, N. Y.

Findings: The German and Anglo-Saxon (American-born parents) rank very close in test responses; the Mexican ranks lower than the American white; the professional and town groups make better scores on intelligence tests than the child of laboring and rural groups, the differences in the responses of different nationalities are differences of degree and not of kind; a significant difference was found between the I. Q.'s of the two Anglo-Saxon groups; the German group ran higher for errors in the same-different test than any of the other groups; the nonagricultural group consistently stood higher than the agricultural group in all verbal tests; the scores indicated that the Mexican child stood better in tests involving calculation than in tests involving use of language; etc.

284. **Seymour, Oliver J.** The predictive value of the Thurstone psychological examination. Master's thesis, 1928. University of Arkansas, Fayetteville. 90 p. ms.

A study of the results of the Thurstone psychological examination applied to three successive freshmen classes in the University of Arkansas, shows the relationship of psychological scores to persistence in college and to scholastic marks in the university. Findings: A high correlation in both persistence and in scholarship was found.

285. **Smith, Anne Isabelle.** A critique of some negro intelligence test results. 1928. University of Southern California, Los Angeles.

286. **Smith, M. B.** A survey of a typical school system of Louisiana. Master's thesis, 1928. University of Colorado, Boulder. 51 p. ms.

The intelligence level of the children from the homes of typical Louisiana farmers and the educational attainments of a typical school system are studied. The pupils studied were decidedly below the standard level of intelligence as established by Terman, as measured by the Dearborn, and also by the Haggerty tests of intelligence. They showed weakness in reading as measured by the Monroe and the Burgess tests. The results of the arithmetic test showed rather satisfactory progress in that subject. The girls excelled the boys on the intelligence and also on the educational tests.

287. **Steuber, F. J.** The intelligence quotient as an index for predicting the school progress and the school achievement of the pupils in an eight-grade elementary school. Master's thesis, 1927-28. Washington university, St. Louis, Mo.

288. **Strayborn, Elizabeth.** The application of the rational learning test to grammar-school grade. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

The five-letter form of the Rational learning test, preceded by a fore-exercise, was given to 150 children in the fourth, fifth, and sixth grades of Peabody demonstration school, Nashville, Tenn., and the Training

school of Western Kentucky state teachers college, Bowling Green, Ky. The purpose of the study was to determine whether the test predicts brightness and dullness of a subject and to what extent the Rational learning test measures the same thing measured by the Binet-Simon, the National intelligence tests, and the Stanford achievement tests. Concludes that the test predicts brightness or dullness of a subject.

289. **Stutsman, Rachel.** A scale of mental tests for preschool children. Doctor's thesis, 1928. University of Chicago, Chicago, Ill. 350 p. ms.

Final report on the standardization of the Merrill-Palmer test scale. Contains material on personality factors entering into test situation; growth of young children in ability to do tests; effect of sex, environment, etc., on performance.

290. **Todd, G. Evelyn.** Analysis of Terman group test to ascertain its predictive value with high-school subject. 1928. University of Chicago, Chicago, Ill.

291. **Toops, Herbert A.** The concept of two or more arbitrary origins and its application to the solution of standard deviations. Educational research bulletin (Ohio state university), 6: 372-75, November 23, 1927.

292. ——— Present and future uses of tests and measurements. Ohio schools, 6: 39, 52-54, February 1928.

293. ——— Report no. 28 of the committee on intelligence tests for entrance. In Ohio college association. Transactions, 1927. p. 38-47.

294. ——— Statistical checks on the accuracy of intercorrelation computations. Educational research bulletin (Ohio state university), 6: 385-91, December 7, 1927.

295. **Traster, Stella.** A study of the significance of the scattering of the scores of the 10 subtests of the Terman group intelligence tests—Form B in relation to psychopathic tendency in 102 students of the Fredonia, Kans., high school. Master's thesis, 1927. University of Kansas, Lawrence.

296. **Uhrbrock, Richard S.** An analysis of the Downey will-temperament tests. New York city, Teachers college, Columbia university, 1928. 78 p. (Contributions to education, no. 296)

This is the results of an investigation of 151 junior high school boys. Evidence is presented which shows that the reliability of the subtests in the scales varies over a wide range. The subtest scores do not show significant correlations with school grades.

297. **Wallin, J. E. Wallace, and Gilbert, Margery.** A statistical study of the individual tests in the Stanford-Binet scale. 1928. Bureau of special education, Miami university, Oxford, Ohio.

298. **Watt, Robert Delanson.** A recheck of the effect of practice on intelligence tests results. Master's thesis, 1928. Indiana university, Bloomington. 56 p. ms.

Gives the results of experiments with 445 children of the fifth, sixth, seventh, and eighth grades. Findings: On an average children who never had an intelligence test will rank lower on the first test than on any subsequent comparable test up to at least six. Where six group intelligence tests are given at intervals of one month to children who have had no previous practice the superior children improve more steadily, reach their peak performance less quickly, and maintain their level more tenaciously than do inferior children.

299. **Wiéden, Marguerite Frances Hill.** The constancy of the I. Q. Master's thesis, 1928. Bates college, Lewiston, Me.

See also Items 558, 739; 1097, 1382.

EDUCATIONAL TESTS AND MEASUREMENTS

300. **Barthelmess, Harriet M.** Educational tests and measurements—statistical treatment of test results. Philadelphia, Pa., Division of educational research, Board of education, 1928. 54 p.

301. **Bryan, J. Shepard, and Hester, Mrs. M. R.** Tests and measurements as a basis of reclassification. Dunn, N. C., Public schools, 1928.

The aim of this study was to reclassify pupils in Dunn elementary schools on the basis of tests and results. Pupils were found to be overrated and underrated in many instances. Subjects taught by home room teachers rated highest in test results.

302. **Carreon, Manuel L.** Comparative study of teachers' ratings and students' test scores in secondary schools. Manila, P. I., Philippine Bureau of education, 1928. 4 p.

A study of the results of the Bureau of education semestral tests in second year history, third year English, and fourth year physics administered in November 1927, in all secondary schools offering the courses to be tested, and a comparison of these results with the scholastic ratings given by teachers to the students in these courses at the end of the semestral rating period. The results show no appreciable correlation between the teachers' ratings and the students' test scores.

303. **Carter, R. L.** Reading and arithmetic tests-results, 1926-27. DeLand, Fla., Department of public education, 1927. 15 p. ms.

This study shows the progress of pupils in grades three to eight in Volusia county in reading and arithmetical operations as measured by Monroe's silent reading and Woody-McCall arithmetic fundamentals tests.

304. **Chase, Vernon E.** Results of the Sangren-Woody test in the Fordson public schools. Fordson, Mich., Bureau of research and statistics, Public schools, 1928. (Bulletin, no. 13, March 9, 1928)

305. **Cherniss, Lillian.** An evaluation of the results of a city-wide testing program in the elementary schools of Dubuque, Iowa. Master's thesis, 1928, University of Chicago, Chicago, Ill. 93 p. ms.

The study involved achievement and intelligence testing, and reclassification, in grades kindergarten to VII, inclusive. Such a program may be accomplished even though the teachers are untrained in testing, under direction of supervisor. The program is valuable for reclassification and diagnosis of children, and for the training of teachers in service.

306. **Cutter, Mary A.** A study of the intelligence and the educational achievement of 200 school pupils. Master's thesis, 1928. University of Hawaii, Honolulu. 107 p. ms.

307. **Eve, Lee LeVere.** The prognostic value of the Indiana composite achievement test as a measure of ability to do high-school work. Master's thesis, 1928. Indiana university, Bloomington. 75 p. ms.

Findings: The Indiana composite achievement test has a predictive power, when taken alone, or presented by the correlation of 0.60 for semester marks and when used the same way a predictive power for standard test scores in high-school subjects represented by the correlation of 0.55. The predictive power of the Indiana composite achievement test can be raised from a value represented by a coefficient of correlation of 0.60 to a value represented by a coefficient of correlation of 0.79 for semester marks when teachers' ratings on industry are included with its score.

308. **Fenton, Norman, and Worcester, Dean A.** Introduction to educational measurements. Boston, Ginn and company, 1928. ix, 149 p.

309. **Floyd, James R.** Arithmetic, reading, spelling, English. May 1928, achievement test results. Plainfield, N. J., Public schools, 1928. 17 p. ms.

310. **Foran, T. G.** The meaning and limitations of scores, norms, and standards in educational measurement. Washington, D. C., Catholic education press, 1928. 29 p. (Catholic university of America. Educational research bulletins, vol. III, no. 2, February 1928).

311. **Jacobson, Marie.** Intelligence and achievement survey of grades four through eight in three townships in Richland county, N. Dak. Master's thesis, 1928. University of North Dakota, Grand Forks.

312. **Jones, G. L.** A study of the Healy completion test II. Master's thesis [1928] Ohio Wesleyan university, Delaware.

313. **Jones, Vernon.** Educational tests. 1928. Clark university, Worcester, Mass. Psychological bulletin, 25: 407-21, July 1928.

Review of developments in educational tests during the year 1927.

314. **Kelly, E. L.** The transmutation of test scores into letter grades, March 1928. Colorado state teachers college, Greeley. 7 p. ms.

315. **Keys, Noel.** The improvement of measurement through cumulative testing. Doctor's thesis, 1928. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1928. 81 p. (Contributions to education, no. 321)

Attempts to discover under what conditions and with what success the results of repeated measurements with the same or parallel forms of group tests may be utilized to increase the reliability of prediction of individual performance as compared with that based upon scores from a single, recent testing.

316. **King, Callie M.** An attempt to compare the A. Q. of children trained in public school with the children trained in training school, using grade six for testing. Pittsburg, Kans., State teachers college [1928]

317. **Lundberg, L. D.** Results of 6A testing. Flint, Mich., Public schools, February 1928. 9 p. ms.

The Terman group intelligence and the Stanford achievement tests were given to all 6A pupils.

318. **Mangold, Sister Marie Cecilia** Methods of measuring the reliability of tests. 1927. Catholic university of America, Washington, D. C. 32 p. (Educational research bulletin, vol. 2, no. 8, October 1927)

319. **Mathews, C. O.** Erroneous first impressions on objective tests. [1928.] Ohio Wesleyan university, Delaware.

An experimental study showing tendency of gain when students check first impressions when taking objective tests.

320. **Melcher, George.** Stanford achievement tests in the public schools of Kansas City, Mo. August 1927. Kansas City, Mo., Public schools, 1927. 5 p. ms.

The Stanford achievement tests were given to nearly 15,000 elementary school pupils. Findings: In reading, Kansas City medians were practically the same as the Stanford standards; in history and literature, the Kansas City medians average 0.4 of a grade or 4 months below the Stanford medians; in nature study and science, the Kansas City medians average 0.4 of a grade or 3 months below the Stanford standards; in dictation, spelling, the Kansas City medians average 0.1 of a grade or 1 month below the Stanford standards; in arithmetic, the Kansas City medians average 0.1 of a grade above the Stanford standards; and in language, the Kansas City medians average 0.2 of a grade above the Stanford standards. As the elementary course in Kansas City is only seven years, the seventh grade medians are compared with eighth grade medians of other cities.

321. **Morris, John Van Liew.** Objective tests in English 1, 2, 3, and 4, algebra, geometry, American history, for high schools. April 20, 1928., Northwestern state teachers college, Alva, Okla.

322. **Myers, C. Everett.** Measuring educational efficiency. Harrisburg, Pa., Pennsylvania state educational association, 1928. (Research bulletin, no. 3)

Pt. I develops a theory of measurement based upon the relation of school attendance to pupil learning; Pt. II rates 93 school districts and 27 counties according to the theory developed on "Instructional efficiency," showing significant differences in attendance, but small and insignificant differences in pupil learning; Pt. III rates the school systems on "Financial efficiency"; and Pt. IV compares rural schools varying in size. The large graded schools make a better showing on standard test results if the comparison is made on a grade basis rather than on an age-group basis.

323. **Nash, Bert Allen.** A statistical study of the development of standardized tests during the past 20 years. Doctor's thesis. [1928.] Ohio state university, Columbus. 300 p. ms.

An analysis of all group tests to determine characteristics and nature of accessory materials furnished with them.

324. **Nash, Harry B.** Language, arithmetic, and spelling achievement in grades I-VI. West Allis, Wis., Public schools [1928] 22 p. ms.

This study shows comparative achievement on the subjects named and semester achievement for all classes. Various modifications of classroom procedure have developed and have been adopted.

325. **Odell, Charles W.** Educational tests for use in elementary schools, second revision. Urbana, University of Illinois, 1927. 44 p. (University of Illinois. Bulletin, vol. XXIV, no. 49, July 2, 1927. Educational research circular, no. 49)

A list of tests available for general use, limited to tests in school subjects and in general intelligence. Information is given as to the various parts or divisions and forms and the grades for which each test is intended. A brief description and criticism of each test is also given.

326. ——— Educational tests for use in high schools, second revision. Urbana, University of Illinois, 1927. 43 p. (University of Illinois. Bulletin, vol. XXIV, no. 33, April 19, 1927. Educational research circular, no. 48)

In this list of tests in school subjects and general intelligence, information as to the grades for which each test is intended, together with a very brief description and criticism of each is given.

327. **Orleans, J. S.** Manual on the local construction and uses of objective tests. 1928. New York State department of education, Albany. Albany, University of the State of New York, 1928. 57 p.

A manual intended for teachers—meets the difficulties inexperienced and untrained teachers have in test construction.

328. ——— Public-school achievement tests. 1928. New York State department of education, Albany. Bloomington, Public school publishing company, 1928.

Includes 10 tests, two forms each—arithmetic computation, arithmetic reasoning, reading, language usage, spelling for grades 2 to 8, history, geography for grades 4 to 8, grammar for grades 6 to 8, nature study and physiology (in collaboration with G. A. Sealy) for grades 2 to 8.

329. **Pascal, Brother.** Validity and difficulty of various forms of new type tests. Master's thesis, 1928. Catholic university of America, Washington, D. C. 38 p. ms.

An experimental evaluation of the recall-completion, four-choice, two-choice, true-false and matching types of examination and the effect of various corrections for chance. The four-choice form was found to be the most valid.

330. **Reisner, George Laurence.** A study of certain educational tests of mental ability to determine whether or not there is any relation between type of question and score made by urban and rural pupils. Master's thesis, 1927. Pennsylvania state college, State College.

331. **Speer, Dorothy.** The use of standardized educational tests in school surveys, 1913-1927. 1928. Johns Hopkins university, Baltimore Md.

332. **Stenquist, John L.** Report of results of city-wide survey of intelligence, arithmetic, reading, and spelling for grades 4-5-6, white schools. Baltimore, Md., Bureau of research, Department of education, 1927. 25 p.

The following tests were used: Illinois intelligence test, Stanford achievement tests in spelling and arithmetic, Monroe arithmetic test, Stanford achievement and Monroe tests in reading. Gives distribution of medians of all classes in city in subjects noted, together with median of medians and Q.

333. ——— Report on results of primary tests—September 1927. Baltimore, Md., Bureau of research, Department of education, 1927. 11 p.

A city-wide survey of intelligence, arithmetic, reading, and spelling. Distribution of medians of every class in the city of Baltimore in the subjects noted above, together with median of medians and Q.

334. ——— Semiannual instructional survey of elementary schools—white and colored—primary and intermediate—city-wide tests results for all grades as of February 1928. Baltimore, Md., Bureau of research, Department of education, 1928. 62 p.

335. ——— Time and labor saving devices in testing programs, March 22, 1928. Baltimore, Md., Bureau of research, Department of education, 1928. 11 p.

A summary and explanation of the time and labor saving devices that have made possible the giving, scoring, tabulating, and summarizing of more than 128,000 tests in the city of Baltimore each semester.

336. **Stevenson, Clarence W.** Objective vs. subject testing in a small high school. Master's thesis, 1927. State university of Iowa, Iowa City. 180 p. ms.

337. **Taylor, L. W.** The influence of true-false tests on completion tests in American history, algebra, and English. Master's thesis, 1928. University of Colorado, Boulder. 81 p. ms.

One hundred students in three high schools were given 100 true-false questions followed a week later by 100 completion items covering the same material. The completion tests were more reliable than the true-false. The students made lower scores on the three completion tests than they had in the previous true-false tests on the same content.

338. **Tucker, J. H.** Correlation of algebra, English, and intelligence on the basis of standardized tests. 1928. University of Akron, Akron, Ohio. 60 p.

Findings: Marked correlation between Pressey English test and intelligence; no correlation between achievement in English and intelligence; high correlation between Hotz algebra and intelligence; same correlation four months later which would indicate that they can be used as a prognosis test; more intelligent pupil gets his algebra better.

339. **Van Wagenen, M. J.** A teachers' manual in the use of the educational scales. Bloomington, Ill., Public-school publishing company, 1928. 276 p.

The function of this manual is to give to teachers a notion of the nature, uses, and advantages of these newer instruments for measuring educational attainments; illustrations showing their superiority over ordinary classroom tests have been incorporated.

See also under Psychological tests, Special subjects of curriculum, and Items 348, 1076, 1097, 1187, 1421.

EDUCATIONAL RESEARCH

340. **Bixler, H. H.** Check lists for educational research. New York city, Teachers college, Columbia university, 1928. 113 p.

An analysis of processes of research in the form of a check list, together with application of check list to 100 researches. The value of check lists as an aid to persons engaged in research work, especially those who are inexperienced.

341. **Boyer, Philip A.** Annual report of the Division of educational research, year ending June 30, 1927. Philadelphia, Pa., Public schools, 1927.

Functions and organization of the Division of educational research.

342. **Carpenter, W. W., and Hunt, R. L.** Subject bibliography of M. A. theses of the Department of school administration, George Peabody college for teachers, Nashville, Tenn. 1928. George Peabody college for teachers, Nashville, Tenn. 39 p. ms.

343. **Chase, Vernon E.** First annual report of the Bureau of research and statistics. Fordson, Mich., Bureau of research and statistics, Fordson public schools, 1928. (Bulletin no. 14)

344. **Crawford, Claude C.** Methods of solving research difficulties. 1928. University of Southern California, Los Angeles.

345. ——— Technique of research in education. 1928. University of Southern California, Los Angeles. 320 p.

346. **Good, Carter V.** How to do research in education. 1928. Miami university, Oxford, Ohio. Baltimore, Warwick and York, 1928. 298 p.

A handbook and manual of information for graduate students, research workers, and public-school administrators and investigators.

347. **Monroe, Walter S., and Engelhard, M. D.** Techniques of educational research. Urbana, Ill., Bureau of educational research, University of Illinois, 1928. 84 p. (University of Illinois. Bulletin, no. 38)

This study consists largely of references to illustrations of research procedures. It is designed to assist the reader in understanding the techniques of educational research.

348. **Odell, Charles W.** A glossary of 300 terms used in educational measurement and research. Urbana, Ill., Bureau of educational research, University of Illinois, 1928. 68 p. (University of Illinois. Bulletin, no. 40)

349. **Patterson, Rose M.** Report on statistics and research in secondary school problems, school year 1927-1928. Baltimore, Md., Bureau of research, Department of education, 1928. 184 p.

Includes survey tests of mental ability and mental achievement, comparative standing of pupils in different courses, comparative results in course of study tests, acceleration of junior high school pupils, studies in the mental ability of special groups, follow-up studies.

See also Items 856, 909, 1226, 1393.

INDIVIDUAL DIFFERENCES

350. **Anderson, Jane.** Method of providing for individual differences. Master's thesis, 1928. New York university, New York, N. Y. 40 p. ms.

A study of the intelligence quotients and teacher ratings in relation to difficulty in school subjects.

351. **Billett, R. O.** A controlled experiment to determine the advantages of homogeneous grouping. Educational research bulletin (Ohio state university), 7: 133-40, 165-72, 190-96, April 1, 18, May 2, 1928.

Conclusions: Teachers' ratings of teachers' marks should never be used *in toto* or in part as a basis for homogeneous grouping; homogeneous grouping for the purposes of education should be based on traits not subject to change through education, such as the intelligence quotient, the probable learning rate, or the index of brightness. Grouping on the basis of the intelligence quotient has shown a marked measurable advantage for slow pupils, some measurable advantage for average pupils, and a slight measurable disadvantage for bright pupils.

352. **Commins, W. D.** The effect of education on original differences. 1927. Catholic university of America, Washington, D. C. 38 p. (Educational research bulletins, vol. II, no. 7, September, 1927.)

353. **Cook, Edgar Marian.** Effects of practice on individual differences. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

A study of 56 pupils in the public schools of Daisy, Tenn. In this experiment an average correlation coefficient of 0.9343 found between successive practices in the Army alpha, of 0.95 in the case of the spelling, of 0.69 for substitution, and of 0.75 for the English tests. There is a general tendency for the group to show convergence, as measured by the coefficient of variation, in the different practice stages; thus indicating that the individuals are getting more alike as they practice.

354. **Cotter, A. M., and others.** Effectiveness of homogeneous grouping in intermediate schools. Detroit, Mich., Public schools, 1928. 12 p. ms.

355. **Donoy, Russell.** The consistency of grouping children in ability groups over a period of six years. Kalamazoo, Mich., Department of research, Public schools [1928]

The purpose of this study is to take the classification ratings obtained from the use of intelligence tests four in number and tabulate them to learn to what extent these ratings have been consistent.

356. **Eaton, R. D.** An experiment in individual instruction. Master's thesis, 1928. University of Oklahoma, Norman. 70 p. ms.

An experiment with the fourth, fifth, and sixth grades, which showed superior achievement through individual instruction in the three grades in all subjects in comparison with the control schools.

357. **Ellis, Robert S.** The psychology of individual differences. New York city, D. Appleton and company, 1928. 533 p.

358. **Goebel, Pearl Ursula.** Individual instruction adapted to ninth A mathematics. Master's thesis, 1927. University of Denver, Denver, Colo.

359. **Gordon, Samuel Potter.** The efficiency of educational procedure as related to the rise and fall of simultaneous instruction and individual instruction. Master's thesis, 1928. Bates college, Lewiston, Me. (Typewritten)

360. **Kaems, Lester.** Measured results of homogeneous grouping in reading and arithmetic. Master's thesis, 1928. University of Southern California, Los Angeles.

361. **Kuehny, Menno S.** The evolution of the concept of individualism in educational theory. Master's thesis, 1928. University of Southern California, Los Angeles.

362. **Lessenger, W. E.** An experiment in individualized instruction on the college level. [1928] Detroit teachers college, Detroit, Mich. 6 p. In National society of college teachers of education. Yearbook XVI.

A study of one procedure of individualized teaching with large and small classes. The findings seem to indicate a worthwhile procedure of teaching certain subjects.

363. **Lillis, Gerald A.** The distribution of abilities in individuals. Master's thesis, 1928. Catholic university of America, Washington, D. C. 24 p. ms. (Results of this study are contained in "A study of trait variability," by Foran, Lillis, and O'Leary, in Educational research bulletin, vol. III, no. 6, June 1928, Catholic university of America, Washington, D. C.)

An experimental study of the distribution of abilities within the individual. The performance of 49 first-year high-school boys in the 30 subtests of four intelligence examinations is the basis of this study. Findings: Trait variability within the individual approximates the curve of differences between individuals. No relation was found between trait variability and mean score, i. e., between the distribution of abilities and general intelligence.

364. **Malloy, Kathie V.** Problems of individual differences in the Theodore Roosevelt junior high school, Syracuse, N. Y. 1927. Syracuse university, Syracuse, N. Y.

365. **O'Leary, Charles E.** The distribution of abilities in the same individual. Master's thesis, 1928. Catholic university of America, Washington, D. C. 27 p. ms. (Results of this are contained in "A study of trait variability," by Foran, Lillis, and O'Leary, in Educational research bulletin, vol. III, no. 6, June 1928, Catholic university of America, Washington, D. C.)

A statistical treatment of the performance of 52 first-year high-school girls as measured by 30 subtests of four intelligence examinations, to answer the questions: "How do an individual's various abilities compare with one another? Do his abilities scatter, or are they clustered around a certain central average?" A normal distribution of abilities for the individual was found, but with differing variability which fluctuated independently of general intelligence.

366. **Patton, Leonard Merrick.** Studying individual differences of pupils with teachers for the purpose of explaining some reasons for failures. Master's thesis, 1928. Boston university, Boston, Mass.

367. **Paulu, E. M.** Differentiated assignments in classroom management. 1928. Teachers college, Aberdeen, S. Dak. New York, D. C. Heath and company, 1928.

Adapting college instruction to individual differences in students.

368. **Roberts, Roy W.** A plan for individualized instruction in vocational agriculture. Master's thesis, 1928. University of Arkansas, Fayetteville. 65 p. ms.

A control experiment comparing the effectiveness of individualized and class room instruction in first-year vocational agriculture in seven rural high schools in Van Buren and Faulkner counties, Arkansas. Findings: On the basis of objective tests the pupils instructed on the individual plan made more satisfactory progress.

369. **Thomasson Arnold L.** Homogeneous versus heterogeneous grouping of pupils in elementary school. 1928. George Peabody college for teachers, Nashville, Tenn.

From this study of two methods of grouping, the conclusion was reached that better instruction of elementary school pupils results from homogeneous rather than from heterogeneous grouping.

370. **Truitt, William J. B.** Individual vs. group instruction in the upper elementary grades. Master's thesis, 1928. University of Chicago, Chicago, Ill. 142 p. ms.

A scientifically controlled experiment comparing individual vs. group methods of instruction in reading and geography in the fifth, sixth, and seventh grades. Group method was found to be superior in the fifth grade, individual method superior in seventh and eighth grades.

SPECIAL METHODS OF INSTRUCTION AND ORGANIZATION

GENERAL

371. **Hefferman, John K.** A comparison of the Morrison technique in plane geometry with the traditional lesson learning plan. Master's thesis, 1928. University of Pittsburgh, Pittsburgh, Pa.

372. **Hfte, O. Floyd.** A study of departmental organization in grades four, five, and six of the Dodge City public schools. Master's thesis, 1928. University of Kansas, Lawrence.

373. **Landis, Cloyce Ivan.** An experiment with departmental teaching in the primary grades: A study of progress in subject matter. Master's thesis, 1928. Ohio state university, Columbus.

A study of progress in subject matter in the first four grades. The progress of pupils in subject matter was effected very little the first year by departmental teaching. However, the slight advantage in each subject measured was in favor of departmental teaching in over three-fourths of the subjects.

374. **Lindblom, Maria Theresa.** An experimental study of the socialized recitation. Master's thesis, 1928. University of Southern California, Los Angeles.

375. **Lustig, Emilie.** The psychology of and interest in puzzle solving and its educational value. Master's thesis, 1928. College of the city of New York, New York, N. Y. 60 p. ms.

The history of the puzzle, types of puzzles, expert and other opinion concerning the educational value of the puzzle. The consensus of opinion of those consulted is that puzzle solving has educational value.

376. **Mosher, Raymond M.** Some results of teaching beginners by the look-and-say method. 1928. State normal school, New Haven, Conn. Journal of educational psychology, 19: 185-93, March 1928.

377. **Mueller, Maudé Francis.** The value of socialized recitation in teaching English composition in the seventh grade. Master's thesis, 1928. University of Kansas, Lawrence.

PLATOON SCHOOL

378. **Barrows, Alice, and Evans, Florence K.** Source material on platoon or work-study-play schools. Washington, United States Bureau of education, 1928. 33 p. ms. (City school circular, no. 7, June 1928)

379. **Douglass, Carleton E.** Experimental applications of the unit plan of instruction as developed by the Lincoln school of Teachers college, to public-school situations with special reference to platoon as well as traditional schools. A series of reports by principals and teachers. 1928. Department of education, Baltimore, Md. 18 p. (Baltimore bulletin of education, March and April 1928)

380. **Kirby, Byron Clayton.** An evaluation of the platoon school. Master's thesis, 1927. University of Notre Dame, Notre Dame, Ind.

381. **Mary Justine, Sister.** Shall we platoonize the parochial school? Master's thesis, 1927. University of Notre Dame, Notre Dame, Ind.

See also Items 900, 2250.

PROJECT METHOD

382. **Keller, Carrie M.** Course of study and projects for primary grades, Okmulgee, Okla. Master's thesis, 1928. Ohio state university, Columbus. 100 p. ms.

The study includes minimum essentials, objectives, extent of work and projects for each of the three primary grades.

383. **Miller, W. Wilbur.** A child's study of the city of Columbus, Ohio. Master's thesis, 1928. Ohio state university, Columbus. 82 p. ms.

A brief history of Columbus with projects for use in intermediate and junior high school grades.

384. **Paulu, Emanuel M.** Classroom activities under the problem method. Master's thesis, 1927. University of Minnesota, Minneapolis.

The nature of student and teacher activities engaged in by X-Y-Z groups under the problem method of instruction.

385. **Sasser, E. L.** Project method in English. Master's thesis, 1928. Cornell university, Ithaca, N. Y. 83 p. ms.

A review of best pieces of recent project work, with suggestions for practice. Conclusions: Project "method" now assuming fixed place in good pedagogical practice.

See also Item 2158.

SUPERVISED STUDY

386. **Blank, Irene Rose.** An experiment in supervised instruction in physics. Master's thesis, 1927. University of Pittsburgh, Pittsburgh, Pa.

387. **Branson, Ernest P., and Stoker, Dora D.** Testing the results of supervised study. Department of research, City schools, Long Beach, Calif. 1928. 6 p. ms.

Five hundred pupils in three grades of the junior high school having supervised study were paired with pupils in schools not having supervised study and tests administered at the beginning and end of school year. The unsupervised group make larger gains. This is true at all levels of ability though less marked at the higher levels. Discusses the reasons for the unsatisfactory showing in the supervised group and concludes that measurable gains are not to be attained unless methods of study are improved or study time conserved under the supervised study method.

388. **Cuatt, Frances C.** A study of supervised study. Master's thesis, 1928. George Washington university, Washington, D. C.

An historical survey and present status.

389. **Holmes, Ethel.** Directing study in social studies, mathematics, science, English and foreign language. Los Angeles, Calif., Department of psychology and educational research. City schools, 1928.

390. **Kirk, H. B.** A study of supervised study in the elementary school. Master's thesis, 1927. George Peabody college for teachers, Nashville, Tenn.

Findings: The pupils having the higher I. Q. make poorer progress under supervised study than they do under non-supervised study, while those having the lower I. Q. make better progress under supervised study. It is concluded that experienced teachers get better results from supervised study, while inexperienced teachers get better results from non-supervised study.

391. **Mary Alicia, Sister.** Appropriate procedures for training senior high school pupils to study. Master's thesis, 1928. University of Notre Dame, Notre Dame, Ind.

392. **O'Neill, Sarah.** How to study. Master's thesis, 1927. University of Notre Dame, Notre Dame, Ind.

VISUAL INSTRUCTION

393. **Boggess, F. A.** The relation of motion pictures to some phases of education. Master's thesis, 1927. University of Denver, Denver, Colo.

A theoretical treatise. Conclusion: There is some doubt as to the value of moving pictures unless used under direction of educational experts.

394. **Covington, Mary Q.** Evaluation and distribution of visual aids in teaching high-school English. Master's thesis, 1927. Colorado state teachers college, Greeley.

395. **Epperson, Adele.** The use of visual representation in motivating the study of literature. Master's thesis, 1928. University of Texas, Austin.

396. **Kelly, James B.** A study of visual aids found in elementary school histories of the United States. Master's thesis, 1928. University of Chicago, Chicago, Ill. 170 p. ms.

A study of pictures, cartoons, maps, charts, and diagrams found in elementary school histories, 1820-1925. Findings: (1) An increase in emphasis upon all visual aids, 1820-1925; (2) an increase in emphasis upon visual aids that are social and scenic, industrial and economic; (3) a decrease in emphasis upon topics

that are military and naval and political, as revealed through illustration; and (4) the use of color in connection with visual aids is confined to a comparatively few of the larger maps and to still fewer of the pictures. The practice exhibits no striking quantitative advance.

397. **Knowlton, Daniel C.** Improving the quality of instruction in history by the aid of the photoplay. 1928. Yale university, New Haven, Conn. 200 p. ms.

The purpose of this investigation was to ascertain the nature of the contribution of the photoplay in the study of history in the junior high school. Findings: Value demonstrated in terms of better appreciation of the subject, amount learned, time saved, interest in subject created as revealed by reading, etc.

398. **Mead, Cyrus D.** Visual vs. teaching methods—an experiment. Educational administration and supervision, 13: 505-18, November 1927.

The author lists the essentials of most of the investigations which have followed scientific procedure in determining the value of visual instruction.

399. **Seabrook, Eva Tingey.** Visual aids in teaching elementary geography. Master's thesis, 1928. Yale university, New Haven, Conn. 82 p. ms.

A study of specific values of certain selected visual aids used in connection with the teaching of elementary geography, criteria for selecting such aids, and suggestions regarding sources. The study lists and discusses values and criteria for the following aids: (1) The still or unprojected picture; (2) stereoscopic view; (3) lantern slide; (4) film strip; (5) motion picture; and (6) exhibit.

400. **Smith, Mildred S.** Use of slides as an aid to memorization. 1928. Detroit Teachers college, Detroit, Mich. 4 p. ms.

The study included two 16 grades in each of six schools, one the experimental the other the controlled group. Scores of the experimental group were slightly higher, although the evidence was not conclusive.

401. **Witcraft, Roland Orval.** A study of comparative value of supplementary reading and visual instruction as auxiliary aids to textbook instruction. Master's thesis, 1927. University of Chicago, Chicago, Ill.

See also Items 1981, 2025, 2059.

SPECIAL SUBJECTS OF CURRICULUM

READING

402. **Bear, Mata Virginia.** The length of words as an index of difficulty in silent reading. Master's thesis, 1927. University of Chicago, Chicago, Ill.

403. **Chicago principals' club, Chicago, Ill.** An organization of materials of fifth grade reading. In Chicago principals' club. Yearbook, 1928. p. 15-53.

A classified list of selections for fifth-grade reading arranged under such headings as the following: Altruism, animals, character values, common things, cooperation, country, courage, courtesy, etc.

404. **Clarson, James Willis, Jr.** The ability of high-school students in silent reading and its correlation with achievement in high-school subjects. Doctor's thesis, 1928. University of Chicago, Chicago, Ill. 160 p. ms.

An attempt to determine the extent to which ability in reading conditions works for success in other subjects. Conclusions: Reading is one of the principal factors in the successful pursuit of other subjects.

405. **Clemente, Tito A.** A critical analysis of the vocabularies of Philippine primary school readers. Master's thesis, 1927. University of Kansas, Lawrence.

406. **Cochrane, Helen Joy.** Preprimer reading in kindergarten and kindergarten extension. Master's thesis [1928]. New York university, New York, N. Y. 73 p. ms.

407. **Cross, James Cecil.** A study of difficulties encountered in the interpretation of reading material by means of certain philological laws. Master's thesis, 1928. University of Texas, Austin. 57 p. ms.

408. **Douglas, Oscar Berry.** The relation of peripheral vision to reading. Doctor's thesis, 1928. University of Chicago, Chicago, Ill.
The purpose of this study was to determine the relation which exists between the speed of reading and the amount of peripheral vision available. Conclusions: Slow readers make little use of peripheral vision; great individual differences occur in the manner in which readers use peripheral vision.
409. **Eckert, Mary Horton.** The effect of context on comprehension of words. Master's thesis, 1928. University of Pittsburgh, Pittsburgh, Pa.
410. **Engle, Alice N.** A study of the relation between mental and reading abilities and the amount and choice of reading done by the ninth grade pupils of the Lawrence junior high school. Master's thesis, 1927. University of Kansas, Lawrence.
411. **Escher, Marie T.** The validity of phrases in primers and first readers. Master's thesis, 1928. University of Pittsburgh, Pittsburgh, Pa.
412. **Fennell, Ethel Luella.** An analytical study of the vocabularies used in primary readers. Master's thesis, 1927. University of Chicago, Chicago, Ill.
413. **French, Helen Aiken.** A study to determine the possibility of increasing the reading ability of adults. Master's thesis, 1928. University of Pittsburgh, Pittsburgh, Pa.
414. **Gore, J. H.** Provisions for teaching reading in courses of study for the seventh and eighth grades. Master's thesis, 1928. University of Chicago, Chicago, Ill. 155 p. ms.
A survey of 62 city courses and 46 state courses, analyzing selections most frequently recommended for basic use, etc. Conclusions: Objectives and suggestions for teaching are not in harmony with materials recommended for basic use.
415. **Harring, Sydney E.** An objective determination of the most economical sequences of certain primers in beginning reading. Master's thesis, 1928. University of Pittsburgh, Pittsburgh, Pa.
416. **Hart, John McKinley.** Duplicated material and its classification in readers in intermediate grades. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.
An analysis of 15 fourth readers ranging in copyright from 1917 to 1927, 15 fifth readers, from 1917 to 1927, and 14 sixth readers from 1918 to 1927. Findings: There was considerable duplication of material, which the tables of contents could not be relied upon entirely to disclose. Duplications occurred more frequently in readers published prior to 1921, the greatest number of duplications occurred in fifth readers compared with other fifth readers, more poetry was duplicated than prose.
417. **Horrall, A. H.** Reading course of study and book list for grades one to six. San Jose, Calif., School department, 1928. 50 p.
418. **James, Amon W.** The value of type lessons in teaching silent reading. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.
Two schools were used for this study, one as an experimental group and another as a control group. The National intelligence tests, the four Gates reading tests, the Stanford reading tests, the Haggerty test, and Pressey attainment test were given the second week to both schools. After five months of instruction other forms of the same reading tests were given to both schools and comparisons were made from these results. Findings: The control group as a whole was below the standard in reading in all grades; the experimental group was somewhat below the standard in most grades according to the results of the Gates tests, but it was normal according to other tests.
419. **Jones, Burton Robert.** Unit cost of improvement in silent reading and arithmetic. Master's thesis, 1928. State university of Iowa, Iowa City. 50 p. ms.
420. **Klein, Katherine.** A report of an attempt to improve the reading ability of certain high-school students. Master's thesis, 1927. University of Kansas, Lawrence.]

421. **Lacy, Bessie Kibbey.** The underlying principles of beginning reading. Master's thesis, 1928. George Washington university, Washington, D. C.

An experiment in teaching reading based on pupil activities. Conclusions: Progress rapid; reading thoughtful.

422. **Lesslie, Roy George.** Reading difficulties presented by the vocabulary of elementary school language textbooks in those paragraphs addressed to the pupil for his instruction in performing the various exercises presented by the texts. Master's thesis, 1928. University of Pittsburgh, Pittsburgh, Pa.

423. **Long, H. H., and Mayer, Mrs. W. C.** Print versus script in early 1A grade. Washington, D. C., Department of research, Public schools, 1928. 66 p. ms.

This study covered a period of four months. Final results were taken from a comparison of a group of 500 1A children taught by means of manuscript with 500 1A children taught by means of script. There was an attempt made to control the groups in respect to age, intelligence, teacher efficiency, and homogeneity of the classes. Findings: Teaching by script procedure is definitely less effective for reading print than the print procedure; print pupils score higher than script pupils after eight weeks' instruction and likewise score higher at the end of the semester, there is some evidence that the script procedure creates unnecessary difficulties for the pupils when they pass from script reading to print reading, etc.

424. **MacFadyan, Miriam.** A vocabulary study of the two state adopted primers. [1928.] North Carolina college for women, Greensboro.

This study has as its aim: (1) To determine the vocabulary of the two primers; (2) to determine frequency of various words in each primer; (3) to determine correlation existing between vocabulary of the two primers; and (4) to determine which words should form basis of fundamental vocabulary.

425. **Morrison, Kellaphene Alfred.** The relation between reading comprehension and college success for first semester freshmen. Master's thesis, 1928. University of Southern California, Los Angeles.

426. **Mulgrave, Dorothy I.** The relationship between children's interests in reading and courses of study in reading at the junior high school level. Master's thesis [1928]. New York university, New York, N. Y.

The object of the study was to determine whether or not junior high school courses of study included books most enjoyed by children. A study of 10 courses of study indicated that actual interests of children were not included in reading lists.

427. **Nelson, Margaret Viola.** The effect of the form of presentation upon reading comprehension. Master's thesis, 1927. State university of Iowa, Iowa City. 87 p. ms.

428. **O'Reilly, Addie V.** Beginning reading with advanced kindergarten group. [1928.] Kansas state teachers college, Pittsburg.

The purpose of this study was to see how well the kindergarten group takes up reading in primers and readers, having first completed the Courtis-Smith picture story reading lessons, series 1.

429. **Peet, J. H.** A comparative study of the reading ability of pupils in rural and town schools. Master's thesis, 1926. University of Chicago, Chicago, Ill. 100 p. ms.

A study of approximately 400 town pupils in one school system and 150 rural pupils in 11 schools of two counties. Findings: Town pupils are better readers in all grades than rural pupils. The chief factor responsible is the better prepared teacher in the town schools.

430. **Rainwater, Cleo.** Clinical work in reading in the elementary school. Master's thesis, 1927. George Peabody college for teachers, Nashville, Tenn.

431. **Richmond, Sadie Claire.** A study of the relation of supplementary reading to ability in English. Master's thesis [1928]. University of Texas, Austin. 122 p. ms.

432. **Sussman, Saul H.** Relation between the comprehension vocabulary and comprehension in reading of fifth grade pupils. Master's thesis, 1927. College of the city of New York, New York, N. Y. 54 p. ms.

A study of correlations among scores on Thorndike-McCall reading scale, Stanford achievement test, and Thorndike test of word knowledge. Conclusions: Word knowledge or vocabulary correlates with reading, as measured, 0.53 (Pearson product moment coefficient of correlation).

433. **Tracy, Kathleen.** Comparative evaluation of materials for primary reading. Master's thesis, 1928. University of Cincinnati, Cincinnati, Ohio.

434. **Whipple, Gertrude.** An analytical study of the reading achievement of three different types of pupils. Master's thesis, 1927. University of Chicago, Chicago, Ill.

See also Items 360, 457, 663, 778, 1320, 1707, 2285, 2309.

TESTS

435. **Allen, R. D.** Measuring the results of improvement in methods of teaching reading comprehension in the primary grades. Providence, R. I., Public schools, 1928. (Providence public school bulletin, vol. III, no. 3, March 1928.)

Findings: The average improvement in reading is practically equal to one term of school work. That is, on an average, each present grade is a full term ahead of its record two years ago in the same test.

436. **Browning, Alma.** A study of standard reading tests. 1928. George Peabody college for teachers, Nashville, Tenn.

Forty-three tests were included in this study. Of these it was found that 14 measure rate of silent reading, though all of those given within a time limit indicate speed in reading; 13 include some form of vocabulary test; 2 measure rate and accuracy of oral reading; 33 measure some phase of comprehension in silent reading; 4 involve some type of literary appreciation.

437. **Gabriel, Sister M.** A preliminary study in the construction of a series of reading scales. Master's thesis, 1928. Catholic sisters college, Catholic university of America, Washington, D. C. 99 p. ms.

438. **Higbee, Claud O.** Validation of the double-check method in measuring silent reading comprehension. Master's thesis, 1927. State university of Iowa, Iowa City. 75 p. ms.

439. **Lundberg, L. D.** Results of Thorndike-McCall reading test—beginning 3 A's. Flint, Mich., Public schools, 1928. 4 p. ms.

440. **Miller, LeRoy Scovell.** Results in reading and arithmetic by trained and untrained teachers. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

For this study two groups of students being taught by trained and untrained teachers were selected in grades three to seven in eight schools of Sabine Parish, La. Monroe's silent reading test and the Woody-McCall mixed fundamentals in arithmetic were used. The results of the study seem to indicate that there is an improvement in pupils taught by trained teachers of from 30 per cent to 73 per cent over pupils taught by untrained teachers.

441. **Philadelphia, Pa. Public schools.** Reports on reading tests, September, 1927, January, February, 1928. 37 p. ms.

442. ———— Report of reading tests. Voluntary testing program—February, 1928. Philadelphia, Pa., March 23, 1928. 8 p. ms. (Philadelphia, Pa. Division of educational research and results, Public schools. Bulletin 77).

The Philadelphia silent reading test for grade 2B (Form A) was given as a part of the voluntary testing program in February, 1928, to 9,318 pupils of grade 2B in 136 schools. The result of these tests are given.

443. **Rossi, Helen.** Vocabularies of reading tests. Master's thesis, 1927-28. Washington university, St. Louis, Mo.

444. **Smart, Bessie Bernice.** A study of correlations between mental traits and reading ability. Master's thesis [1928]. University of Chicago, Chicago, Ill. 138 p. ms.

The study included 100 high-school students in two high schools. Findings: The sum total of intelligence correlates better with reading ability than does any specific mental trait as measured by the tests used. Scores on units of mental tests which require reading ability for their interpretation correlate more highly with scores on reading tests than do scores on units of tests which involve mathematical material.

See also Items 303, 309, 332.

HANDWRITING

445. **Hedges, James Clyde.** A study of handwriting in 40 Indiana cities. Master's thesis, 1928. Indiana university, Bloomington. 61 p. ms.

446. **Pressey, Luella C., and Pressey, S. L.** Analysis of 3,000 illegibilities in the handwriting of children and adults. *Educational research bulletin* (Ohio state university), 6: 270-73, 285; September 28, 1927.

447. **Revercomb, Otha Francis.** An experiment in handwriting in the elementary grades. Master's thesis, 1927. University of Chicago, Chicago, Ill.

448. **Ryan, Michael J.** Bibliography of handwriting. Prepared for the Eastern commercial teachers' association, 1928. 28 p. ms.

Shows what books, magazines, and research service of business and schools are available for teachers of handwriting.

449. **Shepherd, E. M.** The effect of penmanship on grading essay-type material. Master's thesis, 1928. University of Colorado, Boulder. 18 p. ms.

Two groups of 225 students in education (most of them teachers) graded two copies of a composition (one poor and one good penmanship) at intervals of three weeks. The first group graded good penmanship first, the other, graded the poor first. In the grading of group 1 good penmanship raised the grade nearly six points and poor penmanship lowered the grade nearly four points. In group 2 good penmanship raised the grade about 16 points, while poor penmanship lowered the grade about six points.

TESTS

450. **Chase, Vernon E.** Final achievement test results—handwriting. Fordson, Mich., Bureau of research and statistics, Public schools, 1928. (Bulletin, no. 18)

451. **Philadelphia, Pa. Public schools. Division of educational research and results.** Report on handwriting test. Voluntary testing program—February, 1928. Philadelphia, Pa., April 23, 1928. 5 p. ms. (Bulletin, no. 83)

SPELLING

452. **Bayles, Lucy.** Report on experiment of pupil marking of spelling papers. Master's thesis, 1928. Lincoln, Nebr., Department of measurements and research, Public schools, 1928.

Sixth grade classes in 12 schools cooperated in an experiment designed to find out how accurately sixth grade pupils mark spelling papers. Findings: In the average class at the beginning of the experiment about 98.5 per cent of the words were correctly marked; about 50 per cent of the pupils had all their papers for a week correctly marked; on about 80 per cent of the daily papers all words were correctly marked. In the average class after using suggested techniques for increasing the accuracy of the marking, the percentages were increased to 99.5 per cent, 90 per cent and 70 per cent, respectively.

453. **Bear, George E.** A comparative study of two types of drill in learning to spell. Master's thesis, 1927. University of Kansas, Lawrence.

454. **Bryant, Stanley J.** The value of a course in spelling for the senior high school. Master's thesis, 1928. University of Oklahoma, Norman. 45 p. ms.

A plan was worked out for the improvement of spelling in the senior high school at Hobart, Okla., using a 16-minute activity period per day. Findings: Spelling improvement may be expected of high-school students without spelling being a part of the regular curriculum and without credit toward graduation, if the students are properly motivated and "purpose to do." The study of spelling in the high school does not yield the by-product of a significant increased reading vocabulary, etc. This study provided the data for the construction of a 2,000-word spelling scale based on the experience of 238 senior high school students in spelling them. It also provided the data for 100 "spelling demons" for senior high school students.

455. **Bugbee, Ethel Schumann.** Influence of phonics on spelling. Master's thesis, 1928. State university of Iowa, Iowa City. 142 p. ms.

456. **Carle, Rose Mary.** An analytical and comparative study of the spelling deficiencies of freshmen and upper-classmen in the University of Kansas. Master's thesis, 1928. University of Kansas, Lawrence.

457. **Grawe, Avis.** Spelling—first three grades; reading—third grade interests. [1928] Kansas state teachers college, Pittsburg.

458. **Irmina, Sister M., Visitation, Sister M., and Gabriel, Sister M.** An annotated bibliography of studies relating to spelling. 1928. Catholic university of America, Washington, D. C. Washington, D. C., Catholic education press, 1928. 56 p. (Educational research bulletins, vol. III, no. 1, January 1928)

459. **Lincoln, Nebr. Public schools. Department of measurements and research.** Results of the spelling improvement project, 1927-28. Lincoln, Nebr., 1928.

460. **Logan, Jack M.** Spelling difficulty of the past tense. Master's thesis, 1927. State university of Iowa, Iowa City. 54 p. ms.

461. **Ober, Edith Lowe.** Method in teaching spelling. Master's thesis, 1928. Cornell university, Ithaca, N. Y. 75 p. ms.

A study of controlled classes in Ithaca public schools. Findings: No one method showed definite superiority.

462. **Oregon state teachers association.** State spelling survey and study. December 1927. 68 p. ms.

Findings: "Average and above" adults of the present day, spell 87 per cent of the commonly used words. There is little doubt that they have suffered some "fall off" since the close of the learning period and that their average is lower now than when leaving school. A number of schools and counties in the state survey made averages above 90 per cent on a speller whose word lists are longer and more difficult than that of the speller recently adopted. It is the belief of the committee that social and business efficiency demands at least a spelling ability of 85 per cent of the common words as a minimum attainment. To insure this, after a certain "fall off" which is natural and consequent to the learning period is provided for, it seems strongly probable that an average of about 90 per cent will need to be set as a goal, with a minimum of 85 per cent as a passing mark.

463. **Randolph, Ethel Adelia.** A study of the factors controlling the teaching of spelling. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

The purpose of this study is to trace from the beginning the history of the teaching of spelling; to find out when and through what influences spelling began to be considered of importance and by what steps the present methods of teaching it have been reached.

464. **Sonsteness, Elsie.** A study of spelling of rural school children in Pierce county, N. Dak. Master's thesis, 1928. University of North Dakota, Grand Forks.

465. **Stigler, W. A.** Spelling in the first and second grades. El Paso, Texas, Department of research, Public schools, 1928. 5 p. ms.

The conclusion reached was that instruction in spelling in the first and second grades is of little value.

466. **Tireman, Loyd Spencer.** The value of marking hard spots in spelling. Doctor's thesis, 1927. State university of Iowa, Iowa City. 410 p. ms.

467. **Welch, Ralph W.** Spelling errors of certain California seniors. Master's thesis, 1928. University of Southern California, Los Angeles.

468. **Wycoss, Glenn L.** An analytical study of the spelling deficiencies of high-school seniors in 26 representative high schools in Kansas and Oklahoma during the school year 1925-26. Master's thesis, 1928. University of Kansas, Lawrence.

See also Item 1707.

TESTS

469. **Ahern, William F.** A comparative study of the forms of spelling tests. Master's thesis, 1928. Catholic university of America, Washington, D. C. 27 + xiv p. ms.

An experimental study of six forms of spelling tests, i. e., modified sentence, column, sentence, selection of correct spelling, recognition of misspelling in context, completion of sentence by dictated words. By the use of equivalent lists of the Morrison-McCall scale the effect of form upon achievement was determined. Findings: Sentence method, as employed in Stanford achievement examination, produces a score which closely approaches true score. Selection of correct spelling and recognition of misspelling were found to be distinctly inferior; modified sentence, column, and completion of sentence by dictated words were found to be of about equal value.

470. **Chase, Vernon E.** Final achievement test results—spelling. Fordson, Mich., Bureau of research and statistics, Public schools, 1928. (Bulletin, no. 17)

471. **Marchman, B. M.** Report of an experiment in the test method of teaching spelling. Master's thesis, 1928. Peabody school of education, University of Georgia. 54 p. ms.

472. **Nelson, Simon Peter.** Diagnostic work in spelling in a public-school system. Master's thesis, 1927. State university of Iowa, Iowa City. 118 p. ms.

473. **Philadelphia, Pa. Public schools. Division of educational research and results.** Reports on spelling tests, September 1927, January and February 1928. Philadelphia, Pa., 1928. 19 p. ms.

474. ———— Report on spelling test. Voluntary testing program—February 1928. Philadelphia Pa., March 1928. 5 p. ms. (Bulletin, no. 76)

This test was administered in 150 schools to 97,924 pupils in grades 2A to 8B. The median per cent score for all grades combined is 89. Very nearly half of the pupils tested either had perfect papers or misspelled but one of 20 words of the test.

See also Items 309, 324, 2285.

ENGLISH LANGUAGE

GRAMMAR AND COMPOSITION

475. **Baker, Elizabeth W.** (with *Dr. Roehm*). Laboratory manual of exercises for sentence mastery in English. 1928. State teachers college, Fredericksburg, Va.

476. **Beck, E. C.** A study of the conference and nonconference method of teaching freshmen written composition in a state teachers college. Nashville, Tenn., George Peabody college for teachers, 1928. 46 p. (Contributions to education, no. 49)

The subjects of this experiment were 181 college freshmen of the State teachers college at Peru, Nebr. The results of the experiment show that for the freshmen taking freshman English the conference method is better than the nonconference method.

477. **Bible, W. B.** Teaching the use of the dictionary. Johnson City, Tenn., East Tennessee state teachers college, 1927. 32 p. (Bulletin, vol. XVII, no. 3, November 1927)

Many city and state courses of study and pamphlets on the use of the dictionary were examined.

478. **Brainerd, Margaret S.** Remedial work in language usage, based upon English survey, grades four to eight. Martins Ferry, Ohio, Public schools, 1927. 4 p. ms.

An analysis of prevalent weaknesses in English usage and remedial suggestions. Findings: Success in use of games and good English posters in fixing language habits.

479. **Breed, Eleanor D.** A study of the English vocabulary of junior high school pupils. Master's thesis, 1928. University of Hawaii, Honolulu. 49 p. ms.

480. **Brydie, Caroline Elizabeth.** The speech habits of high-school freshmen. Master's thesis, 1928. University of Chicago, Chicago, Ill. 77 p. ms.

A study of speech habits of 238 freshmen children of negro extraction, as observed and checked over a period of two years. Conclusions: So long as the speech standards of the negro home and school clash, just so long will the speech habits of negro children continue to be faulty. The problem is a social one that can not be solved acceptably until the plane of living in the average home is elevated.

481. **Carreon, Manuel L., and Agunod, Nemesio.** Relative frequency of errors in written composition among Filipino children. Manila, P. I., Measurement and research department, Bureau of education, 1928. 5 p.

This is a study of errors in capitalization and punctuation, diction, and syntax, based on 950 written compositions from grades three to seven, inclusive, and first and fourth year high school. Findings: On the whole the third-grade errors in capitalization and punctuation persist in the fourth and fifth grades although there is a tendency for them to decrease in the upper intermediate grades and practically disappear in the high school; the greatest number of errors is in the use of the verb; etc.

482. **Cates, Edwin Hines.** The differentiation of journalism from English in high school. Master's thesis, 1928. State university of Iowa, Iowa City.

483. **Chapman, Frieda F.** Evaluation of seventh and eighth grade county examination questions in English. Master's thesis, 1928. Ohio state university, Columbus. 110 p. ms.

A classification of questions, evaluation, and suggestions for improvement. From the standpoint of teaching just the grammar needed as an aid in using language, many of the questions should be omitted. One thousand nine hundred and ninety-four questions were classified.

484. **Chiles, E. E.** The relative values of teaching English composition with models and without models. Master's thesis, 1927-28. Washington university, St. Louis, Mo.

485. **Clark, Harriett M.** Frequency and persistency of errors in the written composition of 100 university freshmen. Master's thesis, 1927. University of Nebraska, Lincoln. 95 p. ms.

Conclusions: Mistakes in sentence structure are mainly confined to a few fundamental errors, namely, sentence fragment, omission of words and phrases, and inconsistencies of structure (more than 50 per cent). University freshmen make the same errors that junior high school pupils make. An improvement of only 13 per cent in sentence structure occurred in freshman year in the university; some errors actually increased in the freshman classes.

486. **Daniel, Walter.** A study of requirements and achievement in college English. Master's thesis, 1927-28. University of Cincinnati, Cincinnati, Ohio. 60 p. ms.

487. **Dannettelle, Helen Ann.** Correlation between written and oral English composition. Master's thesis, 1928. University of Chicago, Chicago, Ill. iv, 65 p. ms.

Correlation between the abilities of 25 college freshmen, 25 junior high school pupils, and 25 sixth grade children in talking and in writing. Findings: There is a correlation in the organizing and inventive elements of written and oral composition of all achievement levels. This is not true of mechanics.

488. **DeBull, B. W., and staff.** Language usage habits. Portland, Oreg., Department of research, Public schools, 1928.

A study of the errors of speech among Portland children, both grade and high school.

489. **Ellen Mary, Sister.** Recent trends in the teaching of English in junior high school as determined by an examination of the content and method employed in the texts. Master's thesis, 1927. University of Notre Dame, Notre Dame, Ind.

490. **Evans, Henry Bascom.** A study in composition writing in the high school. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

This study attempts to measure the results of teaching written composition in the senior high school grades. The formal elements are measured by Pressey's diagnostic tests, while the subjective quality is measured by the judgments of five teachers of English.

491. **Floyd, James B.** Composition. Plainfield, N. J., Public schools, 1928. 2 p. ms.

Grades four to eight were included in this study. Results of 1928 were compared with results of 1926.

492. **Fort, L. M.** Oral expression for high schools. Master's thesis, 1928. University of Colorado, Boulder. 136 p. ms.

The assembling of a body of material in the field of oral English, and a presentation of this material adapted to the needs and abilities of students in the upper grades of the high school.

493. **Good, Carter V.** English objectives and constants in secondary schools. Peabody journal of education, 5: 230-35, January 1928.

494. **Green, Roberta LaBrant.** A study of the structural and grammatical errors found in the writing of selected high school and university students. Master's thesis, 1928. University of Kansas, Lawrence.

495. **Grimes, Louise B.** Relative values of drill on common errors and the study of formal grammar. Master's thesis, 1928. University of Southern California, Los Angeles.

496. **Gunn, Evelyn Mary.** Examination of types of error in ninth grade English composition with a view to comparing the errors on the basis of environmental differences. Master's thesis, 1928. University of Wisconsin, Madison. 27 p. ms.

An examination of errors in three ninth grades in the industrial part of the city, foreign part, and part housing children of business and professional men. Conclusions: Environmental differences do play an important part in pupil's use of the English language.

497. **Haddow, Anna.** A correlation study in English and social science. Master's thesis, 1927. Pennsylvania state college, State College.

498. **Hamlett, P. L.** A critical analysis of English teaching in Kentucky high schools. Master's thesis, 1927-28. University of Cincinnati, Cincinnati, Ohio. 135 p. ms.

499. **Hannah, Margaret H.** Subjects chosen by sixth grade children for spontaneous composition. Master's thesis, 1928. University of Pittsburgh, Pittsburgh, Pa.

500. **Hassenflue, Dorothy A.** Progress of high-school pupils in English grammar. Master's thesis, 1928. University of Akron, Akron, Ohio. 94 p.

501. **Hillyer, Cora.** Needs in sentence building in eighth grade pupils. Master's thesis, 1928. New York university, New York, N. Y.

502. **Howard, Henry Jacob.** The teaching of English grammar and composition in the high schools of Spartanburg county, S. C. Master's thesis, 1928. University of South Carolina, Columbia.

503. **Huggin, Ellen.** Primary English teaching in 15 schools in South Carolina. Master's thesis, 1928. University of South Carolina, Columbia.

504. **Lubin, Sadie.** An experiment in building a workable vocabulary. Master's thesis [1928] New York university, New York, N. Y.

A comparison of vocabulary growth based on the results of an experiment and a controlled group of ninth year students.

505. **McAuliffe, Mary Frances.** A study of the writing vocabularies of children with I. Q.'s ranging from above 120 to below 80. Master's thesis, 1928. Boston university, Boston, Mass. 305 p.

This study draws the conclusion that children of low I. Q. use only the most common words in their writing vocabularies, and they use fewer words than children of high I. Q., hence they need to know how to spell fewer words. Spelling vocabularies, therefore, should vary according to the intelligence of the individual.

506. **McBroom, Maude Mary.** The course of study in written composition for the elementary grades. Master's thesis, 1928. State university of Iowa, Iowa City. 176 p. ms.

507. **McKinney, H. T.** Selected principles of education as a basis for improving method of teaching college English. 1928. Bethany college, Bethany, W. Va. 6 p. (Printed by the West Virginia academy of science, University of West Virginia, Morgantown, under title, "Research as a means of improving college method.")

Six familiar principles recurring in modern texts on principles of education were made the conscious criteria for determining the method and emphasis for the two semesters during which the author taught a class in college English. The procedures were such as the author felt necessary to realize the principles determined upon. The results show a decided improvement in promotion rate but unfortunately the study is not fully reported because of conditions at the last over which the school had no control.

508. **McLaughlin, Margaret L.** Measured results of special vocabulary study. Master's thesis, 1928. University of Southern California, Los Angeles.

509. **McMillan, T. H.** English courses in the State teachers college. 1927. State teachers college, Bowling Green, Ky. Peabody journal of education, 5: 146-52, November 1927.

A study of nomenclature and the increase of the professional courses. If nomenclature may be taken as an indication, the professional courses are increasing.

510. **McRae, C. L.** Objectives and materials of English in American secondary schools as revealed by state courses of study in English. Master's thesis, 1927-28. Duke university, Durham, N. C.
This study shows objectives in English as set forth in state courses of study and relations of suggested materials to those objectives. Also points out those objectives which are considered most important by makers of courses of study.
511. **Malony, W. N.** A descriptive analysis of the progress made in mastering formal English in the seventh grade. Master's thesis, 1927. Colorado state teachers college, Greeley.
512. **Marye, Mary Elizabeth.** The construction of a rating form for evaluating composition textbooks. Master's thesis, 1928. University of Chicago, Chicago, Ill.
513. **Matravers, Chester H.** Social utility of corrective language forms. Master's thesis, 1928. University of Wisconsin, Madison. 53 p. ms.
An investigation of the frequencies of language forms in stenographic reports of conversation. Findings: The differences in utility are so marked and the correlation with actual errors so great that the principle can be used as a guide in the organization of corrective language programs.
514. **Mueller, Maude Francis.** The value of socialized recitation in teaching English composition in the seventh grade. Master's thesis, 1928. University of Kansas, Lawrence.
515. **Norman, Rosamond.** A survey of needs in written composition. Master's thesis, 1927-28. Stanford university, Stanford University, Calif.
516. **Phelan, Marie C.** Methods used in teaching certain mechanics of composition in the upper grades. Master's thesis, 1928. University of Southern California, Los Angeles.
517. **Bahja, Jeannette Marie.** Comparison of written and spoken vocabulary of children. Master's thesis, 1928. State university of Iowa, Iowa City. 131 p. ms.
518. **Reardon, Bereneice.** The development of language consciousness in American secondary school pupils. Master's thesis, 1928. Boston university, Boston, Mass.
519. **Rudberg, Robert Carl.** Main tendencies in research of pedagogy in the linguistic field of high-school English. Master's thesis, 1928. New York university, New York, N. Y. 95 p. ms.
520. **Senn, Edward L.** Correlation of English and social science. [1928.] University of Nebraska, Lincoln. 112 p. ms.
A study of objectives in English and social science set up by modern educators. Suggestions for correlating the two subjects.
521. **Sexton, Elmer K., and Herron, John S.** Newark phonics experiment. Newark, N. J., Department of reference and research, Public schools, 1928. Elementary school journal, 28: 690-701, May 1928.
522. **Shekell, Oliver M.** An experiment in teaching English composition. Master's thesis, 1928. Indiana university, Bloomington. 115 p. ms.
523. **Simpson, Genevieve.** An experiment in the supervision of English. Master's thesis, 1927. University of Denver, Denver, Colo. 235 p. ms.
The study included the elementary grades—two schools in Denver, Colo. Findings: Some evidence of value of supervision.
524. **Ummel, Maude.** An analysis of frequency of error in grammar and sentence structure among selected junior high school pupils. Master's thesis, 1928. University of Kansas, Lawrence.
525. **Van Metre, Louise.** Comparison of the relative values of teaching tenth grade written composition by means of letter-writing, and by means of a textbook. Master's thesis, 1928. University of Southern California, Los Angeles.

526. **Vannorsdoll, H. W.** A ninth grade type study in English composition. Master's thesis, 1928. Ohio state university, Columbus. 100 p.

This investigation revealed a need of individualized instruction in all phases of English composition.

527. **Van Slyck, Willard.** Drill work in the correction of errors in English. Master's thesis, 1928. University of Kansas, Lawrence.

528. **Waldron, Mildred R.** A study of first grade vocabulary. Master's thesis, 1928. University of Southern California, Los Angeles.

529. **Watkins, Louise North.** The teaching of verse forms in high schools. Master's thesis, 1927-28. Stanford university, Stanford University, Calif.

530. **White, Dorothy.** A study of the change in the accomplishment ratio. Master's thesis, 1928. University of Chicago, Chicago, Ill. 62 p. ms.

Comparison of two groups in junior high English accomplishment in fall and spring of one year. Findings: Extremes in inferior group; increase in ratio where first was below 100; increase where I. Q. was below median, in this case 107.

531. **Wilson, I. G.** Actual use of authors and magazines and newspapers of the mechanics of English. [1928.] Kansas state teachers college, Pittsburg.

532. **Wilson, Katharine G.** A writing vocabulary of second, third, and fourth grade pupils. Master's thesis, 1928. University of Chicago, Chicago, Ill. 150 p. ms.

A study of the words used by second, third, and fourth grade pupils in their written discourse and the compilation of a vocabulary of these words.

See also Items 257, 377, 385, 389, 394, 431, 577, 605, 609, 1154, 1222, 1228, 1263, 1637, 1665, 2218, 2297.

ENGLISH LITERATURE

533. **Bloominger, Stella Mae.** The teaching of the novel in secondary schools. Master's thesis, 1928. Colorado state teachers college, Greeley.

534. **Cosman, Max.** Representative factors of teaching poetry in the high school. Master's thesis, 1928. College of the city of New York, New York, N. Y. 107 p. ms.

A survey of the literature on the teaching of poetry.

535. **Cunningham, Mary E.** Influence of motives in learning poetry. Master's thesis, 1928. Stanford university, Stanford University, Calif. 143 p. ms.

An experimental study of the influence of motivation among junior high school students in learning poetry. Findings: Motivated groups make more rapid progress and retain better than other groups.

536. **Dudley, Louise.** The study of literature. 1928. Stephens college, Columbia, Mo. Boston, Houghton Mifflin company, 1928. 306 p.

An introduction to aesthetic criticism. Includes fine arts.

537. **Garner, Emelyn E., and Ramsey, Eloise.** A handbook of children's literature: methods and materials. 1927. Detroit teachers college, Detroit, Mich. Chicago, Scott, Foresman and company, 1927. 354 p.

A textbook for use in classes in children's literature in normal schools and colleges.

538. **Geasty, Isabel.** Suggested character analysis by physical signs in English classics. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

Forty-four classics in use in 38 states were examined to find out if secondary school English can encourage belief in character analysis by physical signs. Since 66 1/2 per cent of the classics examined contained suggestions of character analysis by external signs, the conclusion drawn was that secondary school English can encourage belief in an unscientific form of character analysis.

539. **Green, Elsie E.** Developing appreciation of poetry in children. 1928. George Washington university, Washington, D. C.

540. **Griffith, Mrs. Mary.** An experimental study of the senior high school pupil's appreciation of literature. Master's thesis, 1927. Colorado state teachers college, Greeley.

541. **Harlee, Charlotte McFay Turner.** The teaching of English and American literature in the high schools of South Carolina. Master's thesis, 1928. University of South Carolina, Columbia.

542. **Harris, Harvey Waterson.** The distribution and placement of literature in Texas high schools. Master's thesis [1928]. University of Texas, Austin. 313 p. ms.

543. **Hermans, Mabel Clare.** A curriculum in literature and general reading for the Los Angeles junior high schools. Master's thesis, 1928. University of Southern California, Los Angeles.

544. **Howlett, Virginia.** The teaching of literature to low division students in a 4-year high school. Master's thesis, 1927. Colorado state teachers college, Greeley.

545. **King, Clara Belle.** The movement toward the use of contemporary literature in the high-school English course. Master's thesis, 1927. University of Chicago, Chicago, Ill.

546. **Levy, May M.** Teaching appreciation of poetry. 1927. Syracuse university, Syracuse, N. Y.

547. **McMillan, T. H.** A historical study of literature in American schools. 1928. State teachers college, Bowling Green, Ky. 14 p. ms.

A study of the variations and changes in the literature offerings on all school levels. Conclusions: The tendency to subdivide literature must eventually be asked to justify itself or the practice will be discontinued.

548. **Neuwirth, Robert F.** Trend of literature in secondary school curriculum. Master's thesis, 1928. University of Akron, Akron, Ohio. 122 p.

Findings: (1) Books should stress good citizenship; (2) author is in agreement with the report of the committee on literature of the North central association of colleges and secondary schools; (3) literature should be related to life.

549. **Powers, Mary Nell H.** The contents and proportions of 27 histories of English literature. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

Twenty-seven histories of English literature were studied. These comprised practically all of the volumes of this sort which are commonly used as textbooks in American high schools. Findings: It was found that of the great authors, Shakespeare received most space, Rossetti, least; of the great classics, Shakespeare's plays received most space, A Tale of Two Cities, least.

550. **Ramsey, Eloise.** Course of study in literature for kindergarten to sixth grade, Ann Arbor public schools. 1928. Detroit teachers college, Detroit, Mich., Ann Arbor, Mich., Public schools, 1928. 85 p. ms.

The purpose of this study was to provide a working plan by which the teachers of Ann Arbor may develop experimentally a course of study in literature for the Ann Arbor public schools.

551. ——— A syllabus for a course in literature for children. 1928. Detroit teachers college, Detroit, Mich. 138 p.

The syllabus is designed to provide an outline and working plan for the course in children's literature given at Detroit teachers college.

552. **Seymour, B. W.** Experimental study of the appreciation of literature in the high school. 1928. University of Akron, Akron, Ohio. 96 p.

Consideration was given mainly to magazine articles in this study. The writer advocates more extensive and intensive use of library, wider use of standardized tests, and cooperation of English teachers.

553. **Sheridan, Marion Campbell.** A study of youthful poets and their poetry. Master's thesis, 1927-28. Yale university, New Haven, Conn. 71 p. ms.

An experiment carried on with an unselected group of high-school seniors to discover whether or not they could be stimulated to write verses perhaps of equal merit to those written by a selected group and published in high-school publications from September, 1925, through June, 1927. It further attempts to discover the type of student through intelligence test records, Inglis vocabulary test, and Abbott-Trabue "Exercises in judging poetry." Conclusions: The study shows that pupils in the unselected group can be stimulated to write verses comparable to those written by the selected group. Nationality, age, intelligence test records, progress in school, course, grades, vocabulary tests, or experience in writing poetry.

554. **Strong, Martha Opal.** A survey of American literature courses in Texas colleges. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

A study of the offerings in American literature in 20 Texas colleges and universities. Findings: 31 different names are used for the 56 courses offered; 11 of them deal with modern, contemporary, or present-day themes. Southwestern university and Simmons university consider only Emerson, Lowell, and Poe worthy of intensive study. The University of Texas offers the greatest number of courses, seven, with a value of 4½ term hours.

555. **Weekes, Blanche Ethel.** The influence of meaning on children's choice of poetry. Doctor's thesis, 1928. Teachers college, Columbia university, New York, N. Y.

Tests were given to equivalent groups of sixth grade children. The data derived from the tests give ground for the assumption that, in so far as the verses used were concerned, figurative language and involved sentence structure tended to obscure meaning and proved a difficulty of some moment, and that choice of verse tended to be in the direction of that which was most meaningful to the reader, etc.

See also Items 395, 1639, 1987.

TESTS

556. **Botkin, Alva Earl.** Appropriateness of words and grade location of Dr. H. H. Young's vocabulary classification test. Master's thesis, 1928. Indiana university, Bloomington. 39 p. ms.

557. **Branson, Ernest P., Stoker, Dora D., and Wilson, Maud E.** Report on junior high school English test. Long Beach, Calif., Department of research, City schools, 1928. Test, 8 p.; Report, 3 p. ms.

The study included a test of functional grammar and one which tests the subject matter of the junior high school English course, punctuation, use of books and periodicals, use of the telephone, outlining, literary knowledge and appreciation, and vocabulary. Scores are reported by grades, schools, sex, and type of preparatory school. Reliability in three grades was 0.92.

558. **Burger, Bertrand.** Correlations of standardized English tests, school marks in English and intelligence tests. Master's thesis, 1928. College of the city of New York, New York, N. Y. 34 p. ms.

A study of correlations among Otis self-administering test, the Cross English test and English marks with a high-school group. Findings: Success in English in the high school may be predicted more accurately by means of achievement tests in English than by means of intelligence tests.

559. **Cain, Adah.** The interrelation between test results in various phases of English. Master's thesis, 1928. University of Kansas, Lawrence.

560. **Edds, Jesse, Hobart.** Reliability of the Cross English test. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

Data on the same 238 students (106 boys and 132 girls) consisting of scores made on two forms of the same test by grades 7, 8, 9, 10, 11, and 12 were used. Findings: (1) The average correlation for all the grades based on total scores was 0.74; (2) the average correlation for all grades based on separate items in the test was 0.50; (3) for purposes of prediction, total scores represent a measure 33 per cent better than a guess; (4) for purposes of prediction, the average of the separate items represents a measure only 14 per cent better than a guess; (5) the test correlated 11 points better for girls than for boys; and (6) for purposes of prediction the test represented a measure 13 per cent better for girls than for boys.

561. **LaBrant, Lou L.** Diagnostic tests and remedial measures for the teaching of English in the high school. Lawrence, Bureau of school service and research, University of Kansas, 1928. 24 p. (University of Kansas. Bulletin of education, vol. 1, no. 7, April 1928)

A program is presented for employing objective measuring devices and determining the individual difficulties which should be taken into account in teaching the subject to high-school students. Specific remedial measures are suggested to meet the shortcomings that are disclosed by the results of the various tests used.

562. **Markham, W. T.** English vocabulary tests for high-school and college students. Bloomington, Ill., Public school publishing company, 1928.

The tests consist of two forms, Form I and Form II. There is a class record sheet and scoring key to accompany each. Temporary norms have already been established for all classes in high school. The coefficient of correlation between Form I and Form II is 0.88.

563. **Mary Basil, Sister.** Word discrimination test, 1927-28. St. Mary-of-the-Woods college, St. Mary-of-the-Woods, Ind. 123 p. ms.

The test was given to 368 high-school pupils, 244 college students, and 60 graduate students. These groups represent 23 states in different sections of the country. Findings: The test showed that: (1) There was a gradual rise in the number of right choices from the lower high-school pupils to graduate students; (2) attention given to the poetic effect was the strongest aid in the selection of the right choice; (3) students failed to distinguish the right choice when placed in line with the two wrong choices. Thus memory was not helpful in distinguishing the work used by the poet in well-known passages; (4) some of the right choices had a very large frequency, while certain other right choices had a very small frequency; (5) some of the wrong choices had a large frequency. The greatest difficulty in the test was the ability to recognize the poetic effect.

564. **Melcher, George.** Kirby grammar test. Kansas City, Mo., Public schools, September 1927. 4 p. ms.

A test given to 7A pupils and a few 7B pupils in the elementary schools of Kansas City, Mo. The results of the test show that pupils are able to choose the correct work much more frequently than they are able to select the rule that applies to the choice.

565. **Philadelphia, Pa. Public schools. Division of educational research and results.** Reports on Briggs English form tests, Alpha. Voluntary testing program. Philadelphia, Pa., April 20, 1928. 2 p. ms. (Bulletin, no. 82)

566. ———— Report on Philadelphia English test. Voluntary testing program—February 1928. Philadelphia, Pa., April 19, 1928. 13 p. ms. (Bulletin no. 81)

The Philadelphia English test was administered to 18,811 pupils of grade 5A to 6B, inclusive, and to 13,883 pupils of grade 6B to 7B, inclusive, in order to provide as early as possible in the term an inventory of pupil performance in the technical phases of English composition so that subsequent instruction may be guided thereby. The results reported give definite indication of improvement in pupil command of certain fundamental skills in the field of technical English.

567. **Pitman, Edna Bernice.** The utility of the Iowa English association 1926 tests as an aid to instruction. Master's thesis, 1927. State university of Iowa, Iowa City. 166 p. ms.

568. **Pooley, R. G.** A classification test in English composition abilities. Master's thesis, 1927. Colorado state teachers college, Greeley.

569. **Rinsland, Henry D.** Standardized tests and practice exercises in high-school English. 1928. University of Oklahoma, Norman. 3 p. ms. (Address before the American research association, Boston, February 1928)

Validation of English tests and value of 100 practice exercises designed to cover the 100 most frequently occurring errors in English. Findings: Exercises do remove errors to a certain degree. Most tests of English are "proof reading" tests and not tests of composition.

570. **Ruddy, John Joseph.** Construction of a local composition scale. Master's thesis, 1928. Boston university, Boston, Mass.

571. **Stigler, Grace L.** The construction of an English usage scale. Master's thesis, 1928. University of Oklahoma, Norman. 40 p. ms.

The study takes up capitalization, punctuation, spelling, syntax, diction, and paragraphing as used by pupils in junior high schools. Gives rules and examples for the use of these, with numerical values based on opinions of junior high school English teachers and college English teachers.

572. **Weeks, Angelina L.** A vocabulary information test. Doctor's thesis, 1928. Columbia university, New York, N. Y. 71 p. (Archives of psychology, no. 97)

A standardized word list of 100 words, graded in difficulty and adapted to grades six through twelve. Findings: Vocabulary tests distribute with a fair degree of accuracy the ages and grades found in junior and senior high schools. Such tests furnish means for suggestive but not exhaustive study of mental ability. In any test of general intelligence a vocabulary should form an important part but should not be relied on to measure all of intelligence.

See also items 268, 309, 321, 324, 338, 490.

ANCIENT CLASSICS

573. **Bizler, H. H.** Analysis of failures in Latin. Atlanta, Ga., Board of education [1928] 4 p. ms.

An analysis of the pupils who failed in Latin in the senior and junior high schools and the reasons for their failure. Findings: (1) A number of pupils with fairly high I. Q.'s have failed; (2) the reasons reported by the teachers indicate the need for more attention to case studies of failures.

574. **Bowne, Cornelia O.** A study of the effect of a careful assignment in Latin. Master's thesis, 1928. Pennsylvania state college, State College, 42 p., ms.

Findings: Careful assignment group was superior on all tests.

575. **Ellerbe, Eva.** Latin course for junior high school. Master's thesis, 1928. University of South Carolina, Columbia.

576. **Englar, Margaret T.** Latin failures in the Western high school. Baltimore, Md., Bureau of research, Department of education, 1927. 12 p. ms.

An analysis of Latin failures in the Western high school covering a period of four years. Findings: (1) Ability grouping helps to eliminate failures; (2) close articulation of junior and senior high schools helps to eliminate failures.

577. **Flanagan, B. E.** A study of the extent to which recently published beginning Latin texts supply helps for the improvement of English. Master's thesis, 1928. Pennsylvania state college, State College. 40 p. ms.

An examination of beginning Latin texts used in Pennsylvania secondary schools to determine the actual presence of determined helps to correlate Latin with English. Findings: Super lack of correlating material; lack of proper distribution of those texts having English helps and unifying material.

578. **Hanner, Blanche,** Utilizing Vergil's Aeneid in the teaching of Livy. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

A questionnaire was sent to 100 leading liberal arts colleges and universities to ascertain the position of Livy as the Latin for college freshmen study and what books of Livy were preferred for reading. The following conclusions were deduced from the replies: Livy still holds its place as first choice for college freshman Latin; books 1, 21, and 22 are generally preferred. This study gives an illustration of one of the many ways by which a background for the reading of Livy's history may be developed from Vergil's Aeneid.

579. **Lyon, Mrs. John.** The influence of environment upon Greek culture. Master's thesis, 1928. University of South Carolina, Columbia.

580. **Montfort, Mrs. Tommie Smith.** Vitalizing the teaching of Latin in the high school. Master's thesis, 1928. University of Texas, Austin. 103 p. ms.

581. **Orleans, Jacob S., and Thompson, Harold G.** A survey of achievement in first half year Latin in New York state. 1928. New York state department of education, Albany. Albany, University of the state of New York, 1928. 48 p. (University of the state of New York. Bulletin, no. 892)

Achievement of 2,500 first-semester and 500 second-semester Latin pupils measured by new diagnostic Latin test; ultimate object to develop a series of similar half-year tests to aid in testing pupils and schools, in establishing standards and norms, in revising state syllabus, and in diagnosing difficulties.

582. ———— A survey of achievement in second half year Latin in New York state. 1928. New York state department of education. Albany, University of the state of New York, 1928. 24 p. (University of the state of New York. Bulletin, no. 897)

This study included 280 schools, involving 6,000 pupils in New York. Findings: Great variation; large city schools best, rural schools poorest.

583. **Owen, Margaret.** A plan for the teaching of the Odyssey in the ninth grade. Master's thesis, 1928. Western state college, Gunnison, Colo. 115 p. ms. (To be published)

584. **Sheley, Curtis Franklin.** A laboratory manual for Smith's elementary Latin. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

This study contains a justification of the direct method in elementary language instruction and shows how the laboratory technique is an improved form of the direct method.

585. **Smith, D. B.** Experimental determination of the transfer of reasoning ability from Latin translation to other subjects. Master's thesis [1928] Ohio Wesleyan university, Delaware.

586. **Snyder, Olivia W.** History of content and method in the Latin courses of the American secondary school. Master's thesis, 1928. University of Chicago, Chicago, Ill. 108 p. ms.

The period covered is 1635 to 1923. The purpose was to discover what changes had taken place, and if the changes were influenced by general educational practices and theories. A study was made of textbooks on methods and reports. Findings: There have been significant changes in purpose, content and method, apparently influenced for the most part and in keeping with general educational practices.

587. **Spaulding, Robert Miller.** The relation of high-school Latin and French vocabularies. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

The purpose of this study was to verify the claim that the study of Latin increases the ability to learn high-school French vocabulary. It attempts to show the relation of the vocabularies of high-school Latin and high-school French. Dr. V. A. C. Henmon's French word book, a Latin word list, prepared by the College entrance examination board, and Lodge's The vocabulary of high-school Latin, were used in this study. Findings: Of 2,232 French words treated, 90 per cent are of Latin derivation; of these, 71 per cent are high-school Latin words.

588. **Stebbins, Charles N., and Tonsor, Charles A., jr.** Latin for the sub-normal pupil. New York, High-school teachers association of New York [1928] 16 p.

A report containing a plan, method, and course of study for the first two years of high school by the committee on the subnormal pupil.

589. **Tyler, Caroline.** The indirect statement in first and second year Latin textbooks. Master's thesis, 1928. Ohio state university, Columbus. 150 p. ms.

An actual count was made of the indirect statements in 16 first and second year Latin texts. Suggests a program of teaching units in indirect statement to provide economy and better gradation.

TESTS

590. **Thompson, Harold G., and Orleans, Jacob S.** New York Latin achievement tests. 1928. New York state department of education, Albany. Youkers, N. Y., World book company, 1928. Each test, 12 p.

See also Item 581.

MODERN LANGUAGES

GENERAL

591. **Boardman, Philip L.** Macbeth—French and Spanish translation. A study and comparison of five French and five Spanish translations of selected passages from Shakespeare's Macbeth. Master's thesis, 1928. Colorado state teachers college, Greeley.

592. **Dodson, Mary Emily.** The status of foreign language teaching in Indiana. Master's thesis, 1928. Indiana university, Bloomington. 30 p. ms.

593. **Fitzgerald, Mary Ellen.** Survey of field of foreign languages in colleges and secondary schools since 1890. Master's thesis, 1928. Ohio state university, Columbus. 61 p. ms.

Historical trend of languages since 1890. Findings: Latin and foreign languages are declining in schools, both secondary schools and colleges.

594. **Gale, Eleanor Ruth.** Methods of teaching foreign languages. Master's thesis, 1928. Cornell university, Ithaca, N. Y. 81 p. ms.

Review of various types of teaching, with analysis of causes of failure and success. Findings: Modified direct method generally most suitable.

595. **Henmon, V. A. C.** Some results of the modern foreign language study. In Ohio state educational conference. Proceedings, 1928. p. 167-80.

596. **Hoffman, Rev. Conrad.** The teaching of the French and German languages in the American high school. Master's thesis, 1928. Catholic university of America, Washington, D. C. 50 p. ms.

A survey of the present attitude in regard to the teaching of French and German in the high school. Much of the study is devoted to a consideration of the "aims" and "methods" of the various state departments of education.

597. **Miller, Louisa.** Study of the vocabulary of beginning readers in the Telugu language. Master's thesis, 1928. State university of Iowa, Iowa City. 72 p. ms.

598. **O'Shea, M. V.** The reading of modern foreign languages. Extent to which those who have pursued French, German, or Spanish in high school or in college or in both read these languages after graduation. Washington, United States Government printing office, 1927. 78 p. (U. S. Bureau of education. Bulletin, 1927, no. 16)

599. **Payne, Dorothy Mary.** An experimental comparison of direct method and grammar translation method in the teaching of modern foreign language. Master's thesis, 1928. University of Southern California, Los Angeles.

600. **Schray, Emma.** Factors associated with success in foreign language study. Master's thesis, 1927-28. Stanford university, Stanford University, Calif.

601. **Shepard, Ona Ola.** Methods of studying foreign languages. Master's thesis, 1928. University of Southern California, Los Angeles.

602. **Spurr, F. S.** A course in Ido as an introduction to foreign languages. Master's thesis, 1927-28. Washington university, St. Louis, Mo.

603. **Steeves, Blanchard P.** Status of modern foreign language in the American high school and college. Doctor's thesis, 1928. University of Washington, Seattle. 118 p. ms.

Findings: In American universities (62 reporting) it is almost the universal practice to count elementary college instruction against high-school instruction in approximately the ratio of two to one. Material gathered from selected universities indicates that low or failing grades are made by approximately 45 per cent of first year modern foreign language students and 31 per cent of second year students.

604. **Wang, Feng-gang.** A psychological study of the process of teaching the Chinese written language. Master's thesis, 1928. Stanford university, Stanford University, Calif. 54 p. ms.

An experiment on method and rate of learning.

605. **Werner, O. H.** Influence of modern language study on development of ability in English. 1928. University of Nebraska, Lincoln. 15 p.

The purpose of the study was to determine how much foreign language study influences development of abilities in English. Conclusions: The amount of transfer depends principally on the I. Q., the higher the I. Q., the greater the amount of transfer; the lower the I. Q., the smaller the amount of transfer.

606. **Wheeler, Carleton A.** Enrollment in the foreign languages in secondary schools and colleges of the United States. Compiled for the Modern foreign language study with the cooperation of the Bureau of education. New York, The Macmillan company, 1928. 453 p.

Gives the results of an exhaustive inquiry into the present situation with respect to the teaching of modern foreign languages in this country. The study was begun in 1924.

607. **Woodside, Beatrice Y.** A study of the exploratory function of foreign languages in 17 outstanding junior high schools. Master's thesis, 1928. Colorado state teachers college, Greeley.

See also Item 389.

FRENCH

608. **Bouvard, Germaine B.** Does French because of its practical and cultural value belong in a progressive curriculum of normal high school students? Master's thesis [1928] New York university, New York, N. Y.

An investigation into the values of the study of French from a practical and cultural standpoint to ascertain whether French belongs in a progressive curriculum for high-school boys and girls of normal intelligence.

609. **Cummings, Nettie Jo.** The value of French in English vocabulary building. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

A study of the last 4,856 words of Thorndike's The teacher's word book. Excluding the 36 proper names contained in the last 4,856 words of the list we have left 4,460 words. The New English dictionary gives the origin of 1,712, or 38.38 per cent, of these words as French. With these have been grouped 7,020 additional words from the same French roots, making a total of 8,732 words of French origin.

610. **Flanagan, Sister Wilbrod.** Verb syntax in modern French literature. Master's thesis, 1928. University of North Dakota, Grand Forks.

A classified list of all the syntax forms in two modern French texts.

611. **MacGinnis, Lorna C.** Some difficulties of translating French prose to English. A study of the Frederick Chapman translation of 'L'Etui de Nacie,' by Anatole France. Master's thesis, 1928. Colorado state teachers college, Greeley.

612. **Ross, Max.** Present status of French in the New York City high school. Master's thesis, 1928. College of the city of New York, New York, N. Y. 53 p. ms.

A survey of historical background and present registration in French, organization and methods of teaching the subject.

613. **Wood, Ben D.** Questionnaire study of 5,000 students of French in New York state high schools. Reprinted from the Modern language journal, vol. XII, no. 1, October 1927.

See also Items 587, 591, 596, 598.

SPANISH

614. **Bredberg, Martin Elward.** A critical study of classroom practices and methods in teaching Spanish. Master's thesis, 1928. University of Southern California, Los Angeles.

615. **Crider, Blake.** The effect of repetition in translating Spanish prose. Master's thesis, 1928. University of Chicago, Chicago, Ill. 90 p. ms.

The purpose of this study was to determine if the quality of performance improves with each additional translation. Conclusion: The value of repetition is fixative and not corrective.

616. **Fraser, Maud M.** A comparison of adults with junior high school students in elementary Spanish. Master's thesis, 1928. University of Southern California, Los Angeles.

617. **Leitzell, Edna M.** Methods employed in teaching Spanish vocabulary. Master's thesis, 1928. University of Southern California, Los Angeles.

618. **Moore, Ruth Mary.** A comparison of the irregular verb vocabularies of Spanish texts and typical Spanish prose. Master's thesis, 1928. University of Southern California, Los Angeles.

619. **Osburn, Gertrude May B.** An analysis of student difficulties in Spanish in a Los Angeles junior high school with remedial suggestions. Master's thesis, 1928. University of Southern California, Los Angeles.

620. **Post, Clara May.** A comparison of existing Spanish word lists prepared for the use of high-school students in first and second years. Master's thesis, 1928. University of Southern California, Los Angeles.

621. **Rodgers, Alma L.** A study of relative emphasis in vocabulary learning in three different vocabulary combinations in Spanish. Master's thesis, 1927. University of Oklahoma, Norman. 27 p. ms.

This study was made to determine the resulting relative strength of vocabulary bonds representing each of the following combinations: (1) Printed Spanish to English equivalent; (2) printed English to Spanish equivalent; and (3) pronounced Spanish to English equivalent. The last was found to be the strongest.

622. **Rubrake, Raymond H.** An examination of the aims and objectives of the teaching of Spanish in secondary schools of the United States. Master's thesis, 1928. Ohio state university, Columbus. 99 p. ms.

A study of the present aims and objectives of Spanish teaching as revealed by representative courses of study, together with a discussion on historical development and methodology.

623. **Streeter, Vivian.** The development of the teaching of Spanish in Texas public schools. Master's thesis, 1928. University of Texas, Austin. 125 p. ms.

624. **Wales, Beulah.** Methods of studying Spanish. Master's thesis, 1928. University of Southern California, Los Angeles.

See also Items 591, 598.

TESTS

625. **Bohnhoff, Lawrence.** A critical study of the American council German reading test. Master's thesis, 1928. State university of Iowa, Iowa City. 39 p. ms.

626. **Breed, Frederick S.** Reliability of the Trabue French composition scale. [1928] University of Chicago, Chicago, Ill. 18 p. ms.

A study of the relative reliability of scale scores and teachers' marks, and the relative reliability of the scale in scoring compositions on the scale topic and on a variety of other topics. The following values were computed: The coefficient of reliability, probable error of raw score, probable error of estimated true score, and the ratio of probable error of true score to the standard deviation of scores. Findings: The scale is highly satisfactory for the measurement of groups and fairly satisfactory for the measurement of individuals. Scale scores were more reliable than teacher's marks. Scoring of scale-topic compositions was no more reliable than scoring of nonscale-topic compositions.

627. **Brown L. P., and Broom, M. E.** A silent reading test in French. 1928. State teachers college, San Diego, Calif. 4 p.

628. **Sammartino, Peter.** A partially standardized French test. Master's thesis [1928] New York university, New York, N. Y.

A partially standardized French test in vocabulary, grammar, and comprehension designed to objectively measure pupils in the first two years of a high-school course.

MATHEMATICS

GENERAL

629. **Andrews, Frances Ethel.** The relation between vocabulary difficulties and failures in high-school mathematics. Master's thesis, 1927. University of Chicago, Chicago, Ill.

630. **Bixler, H. H.** Analysis of failures in mathematics. Atlanta, Ga., Board of education [1928] 4 p. ms.

An analysis of the pupils who failed in mathematics in the senior and junior high schools and the reasons for their failure. Findings: A number of pupils with fairly high I. Q.'s have failed. The reasons reported by the teachers indicate the need for more attention to case studies of failures.

631. **Ents, John A.** Provisions for securing and maintaining computing skills in the fundamental operations as found in junior high school mathematics textbooks from 1916 to 1928. Master's thesis, 1928. New York university, New York, N. Y.

632. **Fuller, Florence D.** Evaluation of junior high school mathematics texts. Los Angeles, Calif., Department of psychology and educational research, City schools, 1928. 100 p. ms. Boston, Houghton Mifflin company, 1928. 88 p.

633. **Good, Carter V.** The mathematics and science curricula in junior and senior high schools. *School science and mathematics*, 27: 863-69, November 1927.

634. **Hankinson, J. H.** The after-school mathematical requirements of junior high school drop-outs. Master's thesis, 1928. Emory university, Atlanta, Ga.

A personal visitation, conference, and observation of 200 junior high school drop-outs to determine mathematical requirements of jobs held. Also conference with 25 employers. Findings: Fundamentals and fractions of small denominators alone used. They need to be mastered.

635. **Hawthorne, Robert Leroy.** The vocabulary difficulty of junior high school mathematics textbooks. Master's thesis, 1928. University of Southern California, Los Angeles.

636. **Hay, B. Louis.** A study of the correlations between reasoning and skill in arithmetic and progress in algebra, geometry, and chemistry. Master's thesis, 1927. University of Kansas, Lawrence.

637. **Laughlin, Butler.** A course and method for mathematical thinking—ninth grade. In *Chicago principals' club: Yearbook*, 1928. Chicago, Ill., Chicago principals' club, 1928. p. 147-37.

The purpose of this study is to suggest an organization of mathematical thinking, a body of material, and a method of teaching which will give a more acceptable product than the one generally found at the end of one year of mathematics. A test was given to 268 9A students to determine the degree of mastery achieved.

638. **McCarthy, Joseph P.** The teaching of mathematics in the senior high school. Master's thesis, 1928. Catholic university of America, Washington, D. C. 59 p. ms.

A summary of current educational opinion regarding the relative importance of mathematics in the high school, its practical, disciplinary, and cultural values, and methods and content.

639. **Pieters, C. E.** Some bases for the selection of junior high school textbooks in mathematics. *Educational research bulletin (Ohio state university)*, 7: 4-9, January 11, 1928.

640. **Phillipson, Alice May.** Methods of teaching mathematics in junior high school. Master's thesis, 1928. University of Southern California, Los Angeles.

641. **Redding, Hubert Ervin.** Informational and vocational mathematics. Master's thesis, 1928. Boston university, Boston, Mass.

642. **Trostler, Herman M.** An evaluation of some of the recent textbooks in junior high school mathematics. Master's thesis, 1927. College of the city of New York, New York, N. Y. 120 p. ms.

Comparison of texts with respect to content, method of presentation and the like.

643. **Wait, W. T.** Is the special mathematics course for teachers justified? 1928. Colorado state teachers college, Greeley. *Teachers journal and abstract*, 3: 57-61, January 1928.

644. **White, Annabel Lee.** The trend of mathematics as evidenced by facts found in surveys of the school systems in the United States. 1928. Johns Hopkins university, Baltimore, Md.

645. **Williams, Samuel Watkins.** The trend in mathematical requirements for bachelor's degrees. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

The study covers the trend in requirements in mathematics both entrance and college for the A. B. and the B. S. degrees. Findings: (1) The trend is toward lower college requirements in mathematics for both the A. B. and the B. S. degree; (2) there has been a 68.8 per cent decrease since 1910 as compared with the amount required in 1910 for the A. B. degree; (3) the trend since 1923 is toward requiring more mathematics for entrance to the A. B. curricula; and (4) the Association of colleges and secondary schools of the Southern States is the highest in all its mathematical requirements of any of the groups studied.

See also Items 32, 358, 380, 822, 831, 1153, 1184, 1250, 1263, 1273.

ARITHMETIC

646. **Behrens, Minnie Sophia.** Laboratory attacks on the initial learning of N arithmetic combinations. Master's thesis, 1927. State university of Iowa, Iowa City. 175 p. ms.

647. **Benthack, Emil.** Standards for the selection of textbooks in arithmetic. 1928. University of Nebraska, Lincoln. 129 p. ms.

A study of score cards and the construction of a score card for judging arithmetic texts.

648. **Boettcher, Walter Albert.** Factors that control progress in multiplication. Master's thesis, 1927. University of Minnesota, Minneapolis. 86 p. ms.

A study of the effects of information concerning mistakes, comparisons of mistakes with other group numbers, drill, mental age, I. Q., and chronological age on progress in multiplication. Findings: Information, and comparison with others, drill, and their combination superlatively, determine progress. No relation was found between mental age, chronological age, or I. Q.

649. **Bowden, Aberdeen Orlando.** Consumers' uses of arithmetic. Doctor's thesis, 1928. Teachers college, Columbia university, New York, N. Y.

The purpose of this study was to determine the actual kind and amounts of nonvocational uses of arithmetic in adult societies, and to find out by sociological objective methods what arithmetic now taught in the elementary schools of the United States is practically useful. Findings: The schools are now teaching 85 per cent more arithmetic than is useful.

650. **Brownell, William A.** The development of children's number ideas in the primary grades. Chicago, Ill., University of Chicago, 1928. 241 p.

This is a report of an experimental study of the development of children's number ideas in the primary grades. The children who were used as subjects had all had at least two months of school training. Group tests were given to approximately 1,300 children in the first five grades in six schools in Champaign, Urbana, and Danville, Mo. The investigation shows that children at different grade levels employ different methods to apprehend visual concrete numbers. Some evidence has been found that the younger pupils count and that the older pupils make use of grouping.

651. **Buckingham, B. R.** The additive versus the take-away method of teaching the subtraction facts. Educational research bulletin (Ohio state university), 6: 265-69, September 28, 1927.

652. **Carr, Rose Amelia.** A qualitative history of arithmetic for one year in grades three to six. Master's thesis, 1927. State university of Iowa, Iowa City. 154 p. ms.

653. **Charlesworth, H. W.** A study of the subject matter foundation of the prospective untrained teacher of arithmetic. Master's thesis, 1927-28. Colorado state teachers college, Greeley.

654. **Chase, Vernon E.** The diagnosis and treatment of some common difficulties in solving verbal problems in arithmetic. Fordso' ich., Bureau of research and statistics, Public schools, 1928. 138 p. ms. (T chn, no. 12)

A case study involving 12 cases was made to ascertain the more common causes of difficulty in solving verbal problems. Remedial treatment was then set up to correct the difficulty.

655. **Cleveland, Ohio. Board of education. Bureau of research.** Course of study in arithmetic for elementary schools. Cleveland, Ohio, Board of education, 1928. 222 p.

656. **Coquillette, Leon W.** A comparative analysis of certain drill exercises in arithmetic. Master's thesis, 1927. State university of Iowa, Iowa City. 800 p. ms.

657. **Early, James Louis.** An analysis of the mistakes made in long division in grades five to eight of a city school. Master's thesis, 1928. Boston university, Boston, Mass.

658. **Farmer, Fred B.** To prove whether drill in problem analysis will aid in problem solving. Master's thesis, 1927. State university of Iowa, Iowa City. 42 p. ms.

659. **Harper, Thomas B.** A study of the effect of decimals upon the fundamental operation of division. Master's thesis, 1927. New York university, New York, N. Y. 50 p. ms.

An analysis of the difficulties involved in the placing of the decimal point. Findings: From the standpoint of difficulty it was found that long division caused approximately twice as many errors as the use of the decimal point.

660. **Hatton, A. L.** Effect of organized drill on improvement in the fundamentals of arithmetic. Master's thesis, 1928. University of Colorado, Boulder. 60 p. ms.

The study included the pupils in grades two to six, inclusive, in six consolidated rural schools in New Mexico. Findings: The growth of pupils taken as a whole who had the advantage of systematic drill showed a growth of 83 per cent in the total number of problems solved correctly as compared with a growth of 52 per cent made by the group without drill. Significant gains both in speed and accuracy were made as a result of drill.

661. **Hayes, Margaret.** A study of mental habits of pupils in working arithmetic. New Bern, N. C., Craven county public schools, 1928.

662. **Hecht, Samuel Theodore.** High-school student's errors made when solving percentage problems in the arithmetic of bookkeeping. Master's thesis, 1928. New York university, New York, N. Y.

An analysis into the cause of errors and a suggestion for remedial instruction in prehigh school classes, and in first term high school.

663. **Heightshoe, Agnes E.** Comparison of the vocabularies of arithmetics and readers of the second and third grades. Master's thesis, 1928. University of Chicago, Chicago, Ill. 160 p. ms.

This study includes vocabularies of four arithmetics and four readers of second and third grades compared with each other and with accepted word lists.

664. **Horrall, A. H.** Arithmetic course of study for grades one to six. San Jose, Calif., School department, 1928. 45 p.

665. **Jennings, Joe.** Fundamental of arithmetic. Knoxville, Tenn., Research department, City schools, 1928. 11 p. ms. (Bulletin, no. 9)

A list of facts and skills needed for rapid accurate work in four fundamental operations of arithmetic

666. **Kramer, Grace A.** Trend in arithmetic failures in intermediate grades. In Baltimore, Md., Board of school commissioners. Annual report, 1928. Baltimore, Md., Bureau of research, Department of education, 1928. p. 93-94.

Gives trends of arithmetic failures in the intermediate grades during the scholastic years 1925 to 1928. Findings: There is a decrease in percentage of failures over this period of six semesters; failures tend to be higher in June than in January, although there are exceptions to this tendency; no one grade shows an excessive percentage of failures.

667. **Lockhart, Earl Granger.** An objective appraisal of Book I, Searchlight arithmetic. Master's thesis, 1927. State university of Iowa, Iowa City. 51 p. ms.

668. **Louisiana.** State department of education, Baton Rouge. Course of study in arithmetic for grades one, two, and three of the elementary schools of Louisiana. Baton Rouge, Louisiana state department of education, 1928. 137 p. (Bulletin, no. 128, July 1928)

669. **Lundberg, L. D.** Arithmetic survey of seventh and eighth grades. Flint, Mich., Public schools, 1928. 4 p. ms.

670. **McCarrel, Ed.** Social usages of arithmetic. Master's thesis [1928] University of Oklahoma, Norman. 126 p. ms.

Men in 40 lines of business were interviewed concerning the kind of mathematical operations which were used in their business, and also problems were secured by pupils of junior high school. The four operations—addition, subtraction, multiplication, and division—are used by all; common fractions with small denominators are used by practically every one interviewed; no use was found of the G. C. D. and the L. C. M. in dealing with fractions, etc.

671. **Mary Francis, Sister.** The relation of mental age to problem solving ability in arithmetic. Doctor's thesis, 1928. University of Cincinnati, Cincinnati, Ohio.

672. **Nelson, Lila Marie.** A study of the content and methods employed in the teaching of commercial arithmetic. Master's thesis, 1928. University of Southern California, Los Angeles.

673. **Neubauer, Paul Frederick.** Diagnostic and remedial work in arithmetic. Master's thesis, 1928. Marquette university, Milwaukee, Wis. 24 p. ms.

674. **Oakland, Calif. Public schools. Bureau of curriculum development, research, and guidance.** Arithmetic for first and second grades. Oakland, Calif., Public schools, 1928. 39 p. (Course of study bulletin, no. 108)
A reorganization of the course of study in terms of teaching units.

675. ————— Arithmetic for grades three and four and grades five and six. Oakland, Calif., Public schools, 1928. 232, 248 p. (Course of study bulletin, nos. 91 and 92)

A reorganization of the course of study in terms of teaching units.

676. **Price, Malcolm Poyer.** An analysis of instructional and drill units in fractions. Master's thesis, 1928. State university of Iowa, Iowa City. 115 p. ms.

677. **Pyle, Elizabeth.** Analysis of the present status of primary number as indicated by courses of study. Master's thesis, 1927-28. University of Cincinnati, Cincinnati, Ohio. 80 p. ms.

678. **Smith, Earl Duane.** The correlation between simple equations and formulas. Master's thesis, 1927-28. Stanford university, Stanford University, Calif.

679. **Taylor, Roy Ernest.** Drill work in arithmetic. Master's thesis, 1927. University of Kansas, Lawrence.

680. **Tyler, Bertha Marie.** Vocabulary as a factor in problem solving. Master's thesis, 1927. State university of Iowa, Iowa City. 83 p. ms.

681. **Voltmer, Albert M.** Relation of abilities in arithmetic and algebra. Master's thesis, 1928. State university of Iowa, Iowa City. 45 p. ms.

682. **Waters, Audley A.** The relationship between accuracy and speed in arithmetic. Master's thesis, 1928. Duke university, Durham, N. C.

683. **Zadsch, Herbert S.** A study of content and methods of seventh grade arithmetic. Master's thesis, 1928. University of Southern California, Los Angeles.

See also Items 16, 360, 419, 636, 1320, 1707.

TESTS

684. **Anspaugh, G. E., chairman.** Standards of achievement for sixth A grade in common and decimal fractions and in number combinations together with an analysis of errors made in these operations. In Chicago principals' club. Yearbook, 1928. Chicago, Ill., Chicago principals' club, 1928. p. 54-93.

This study was undertaken in order to find out with what degree of accuracy and speed typical pupils of Grade VIA perform some of the frequently used operations in arithmetic and the nature and extent of their weaknesses in these processes. It was found that the original teaching and subsequent drill both direct and indirect, which the pupils under study have received in the five types of problems here considered have been adequate for the mastery of the processes by approximately only three-fourths of the pupils.

685. **Armstrong, Paul Revere.** A study of the relation between the arithmetical achievement of seventh and eighth grade pupils and their rating on intelligence tests. Master's thesis, 1928. Indiana university, Bloomington. 28 p. ms.

686. **Chase, Vernon E.** Final achievement test results—arithmetic. Fordson, Mich., Bureau of research and statistics, Public schools, 1928. (Bulletin, no. 16)

687. **Clyde, Joseph Brown.** A comparison of test results in percentage with subject matter in texts. Master's thesis, 1927. State university of Iowa, Iowa City. 49 p. ms.

688. **Grover, C. C.** Report on ability in arithmetical computation of L-6 grade pupils as shown by Woody-McCall mixed fundamentals arithmetic test. Oakland, Calif., Bureau of curriculum development, research and guidance, Public schools, 1928. 5 p. ms.

689. ——— Report on arithmetical ability of H-8 grade pupils as shown by Stanford achievement arithmetic test. Oakland, Calif., Bureau of curriculum development, research and guidance, Public schools, 1928. 11 p. ms.

690. **Hayes, Margaret.** Standards of attainment for seventh grades and types of activities of arithmetic for the seventh grade. New Bern, N. C., Craven county public schools, 1928.

The aim of this study was to set up definite standards of attainments or goals of achievement in arithmetic for the seventh grade. Results: An outline for teachers in accordance with the state course of study, supplemented by a study of the best practices as set forth by Morton, Osborne, and others.

691. **Jennings, Joe.** Second annual arithmetic survey in the Knoxville white elementary schools. Knoxville, Tenn., City schools, Department of research, 1928. 13 p. ms.

Courtis standard research tests in arithmetic, series B, form 3, were given to 6,293 pupils. Findings: Knoxville children can not work rapidly and accurately with whole numbers in the fundamental operations; they are from one to three years behind the average of other cities.

692. **Keener, E. E., chairman.** Test-problems in arithmetical reasoning, sixth grade. A cooperative study of 24 principals. In Chicago principals' club. Yearbook, 1928. Chicago, Ill., Chicago principals' club, 1928. p. 94-102.

An attempt to select and evaluate a list of arithmetic problems suitable for the sixth grade. The purpose of the study was to secure problems which could be used for testing the ability of sixth grade pupils, and for measuring progress at frequent intervals.

693. **Kopf, Helen M.** Preparation of diagnostic test for arithmetical computations, grades 1A to 5B. Piqua, Ohio, Public schools, 1928.

694. **Lundberg, L. D.** Results of the Woody-McCall arithmetic mixed fundamentals, beginning 6A grade. Flint, Mich., Public schools, 1928. 6 p. ms.

695. **Melcher, George.** Comparison of city-wide medians in Courtis research tests in arithmetic, series B, in May 1915, and in May 1927. Kansas City, Mo., Public schools, 1927. 10 p. ms.

The results of tests given in Kansas City, Mo., indicate that in 80 per cent of the elementary schools the work in arithmetic is as good as can be expected. The increase for 1927 over 1915 in problems solved correctly averages for the various grades 111.6 per cent.

696. ——— Stevenson problem analysis tests. Kansas City, Mo., Public schools, 1927. *3 p. ms.

Gives the results of an arithmetic reading-test given in the elementary schools of Kansas City, Mo. The results indicate that pupils have not been taught to do the careful, accurate reading that is necessary to interpret arithmetic problems.

697. **Philadelphia, Pa. Public schools.** Division of educational research and results. Report on tests in problem solving in arithmetic. Voluntary testing program—February 1928. Philadelphia, Pa., 1928. 16 p. ms. (Bulletin, no. 80)

698. ——— Report on use of diagnostic test in fundamentals of arithmetic. Voluntary testing program—February 1928. Philadelphia, Pa., 1928. 4 p. ms. (Bulletin, no. 78)

The chief value of this test lies in providing a means for diagnosis of errors.

699. **Stegman, Helen M.** Testing in fundamentals of mathematics. Baltimore, Md., Bureau of research, Department of education, 1928. 10 p.

Diagnostic test in fundamental operations in common and decimal fractions. Practice material covers each difficulty. Re-tests. Results. Pupils required little or no help from teacher in practice work. Re-test showed marked improvement.

700. **Turner, Floss Ann.** Self-testing multiplication cards, 1927. Colorado state teachers college, Greeley. Springfield, Mass., Milton Bradley publishing company, 1927.

701. **Unruh, H. B.** A critical study of errors in addition combinations. Master's thesis, 1928. University of Kansas, Lawrence.

See also Items 255, 303, 309, 324, 440.

ALGEBRA

702. **Alves, Henry Fred.** An experiment in the revision of the algebra course of study in Texas high schools. Master's thesis, 1928. University of Texas, Austin. 141 p. ms.

703. **Barney, Minnie Ruth.** An analysis of first year algebra that is used in other courses in high-school mathematics. Master's thesis, 1927. University of Chicago, Chicago, Ill.

704. **Bartels, Frances D.** The processes involved in the solution of equations arising from verbal problems in first-year algebra. Master's thesis, 1927. State university of Iowa, Iowa City. 37 p. ms.

705. **Erickson, Verene.** An analysis of the contents of nine first-year algebra textbooks. Master's thesis, 1928. University of South Dakota, Vermillion. 65 p. ms.

A comparative study of algebra textbooks as to contents, method of arrangement and adaptation to present tendencies. Conclusions: The recent textbooks contain more illustrative material than do those of a decade ago. They are simpler and place more emphasis on the practical problems. All of the textbooks place a great deal of emphasis on the equation and formula.

706. **Gannon, Edmund J.** The present status of experimental studies in the teaching of algebra. Master's thesis, 1928. College of the city of New York, New York, N. Y. 131 p. ms.

A survey of studies relative to aims, organization, content methods, and testing with respect to algebra.

707. **Kelly, Mary.** Specific difficulties in verbal problems in algebra. Master's thesis, 1927. State university of Iowa, Iowa City. 68 p. ms.

708. **Kunz, Bernice Bullock.** Analysis of learning units in equations in beginning algebra. Master's thesis, 1928. State university of Iowa, Iowa City. 76 p. ms.

709. **Loughren, Amanda.** How well pupils learn algebra. Master's thesis [1928]. New York university, New York, N. Y.

The study contains 426 exercises which occur on five objective tests in first-year algebra together with the percentage of correct answers for every exercise.

710. **McCulloch, Harry Weber.** The construction of a valid set of study notes and practice units in first-year algebra. Master's thesis, 1927. State university of Iowa, Iowa City. 98 p. ms.

711. **Miller, Alida Rae.** The use of algebra in verbal problems in first-year algebra courses. Master's thesis, 1928. University of Chicago, Chicago, Ill.

712. **Narragon, F. B.** An evaluation and classification of technical terms in algebra. Master's thesis, 1928. Ohio state university, Columbus. 86 p. ms.

Terms of Pressey vocabulary arranged according to estimated importance, estimated difficulty, frequency in textbooks, probable familiarity. Results: A selected and classified list of terms deserving careful attention in the teaching of first-year algebra.

713. **Reiterman, Alice.** A study of achievements in first-year algebra in certain Los Angeles secondary schools. Master's thesis, 1928. University of Southern California, Los Angeles.

714. **Schrock, Clarence W.** The development of character traits in elementary algebra classes. Master's thesis [1928] University of Chicago, Chicago, Ill. 61 p. ms.

The trait of accuracy was selected. A campaign for accuracy was carried on in two experimental classes (algebra 1B classes), and four other classes used as control groups. In each of seven situations the experimental groups tested were more accurate at the end of the semester than the control group.

See also Items 636, 681.

TESTS

715. **Klotz, Celia Euphrasia.** Relation of scores in standardized tests and record in high school mathematics. Master's thesis, 1928. University of Nebraska, Lincoln. 100 p.

Mental and achievement tests correlated with scores in algebra and geometry. Conclusions: Good correlation between mathematical ability and high scores in mental tests.

716. **McKeown, Kate N.** A measure of the amount of learning in first-year algebra. Master's thesis, 1927. University of Oklahoma, Norman. 58 p. ms.

Tests were given by teachers to students of four representative schools where the number of algebra students ranged from 70 to 350.

717. **Short, Vivian.** Relation of intelligence and achievement in specific skills of algebra. Master's thesis, 1927. University of Minnesota, Minneapolis. 71 p. ms.

A study of achievement in specific skills of ninth-grade algebra in relation to intelligence. According to Douglass tests, achievement in algebra depends upon intelligence.

718. **Philadelphia, Pa. Public schools. Division of educational research and results.** Reports on Philadelphia diagnostic test in elementary algebra, September 1927. Philadelphia, Pa., 1928. 9 p. ms.

719. ————— Report of Philadelphia test in elementary algebra. Voluntary testing program, February 1928. Philadelphia, Pa., 1928. 5 p. ms. (Bulletin, no. 79)

Tests were administered in 14 junior high schools to 3,743 pupils, and in four senior high schools to 2,040 pupils, making a total of 5,783 pupils. Findings: The wide distributions of pupil performance in each subject indicate the necessity for adjustment of subsequent instruction to peculiar individual needs. If these variations in performance are called to the attention of the pupils themselves, a strong incentive may be developed for improvement in the processes involved.

720. **Scott, Harry Milton.** The relative effectiveness of remedial measures in teaching algebra as revealed by diagnostic tests. Master's thesis, 1927. Pennsylvania state college, State College.

See also Items 255, 321, 338.

GEOMETRY AND TRIGONOMETRY

721. **Baum, Kathryn Eleanor.** The comparative value of old and new type examinations in plane geometry. Master's thesis [1928] University of Texas, Austin. 112 p. ms.

722. **Berlin, Sol.** Probable causes of failure in plane geometry. Master's thesis, 1928. College of the city of New York, New York, N. Y. 65 p. ms.

Analysis of intelligence and geometry tests and of the results of a questionnaire to determine probable cause of failure.

723. **Edwards, William Herbert.** An analysis of results of well-organized practice material in high-school trigonometry. Master's thesis [1928] University of Chicago, Chicago, Ill. 170 p. ms.

Findings: Distinct superiority for well-organized practice.

724. **Leuper, Henry C.** A historical study of geometry textbooks. Master's thesis [1928] New York university, New York, N. Y.

725. **Maness, Levi Rufus.** The value of the study of intuitive and plane demonstrative geometry and their place in the high-school curriculum. Master's thesis, 1928. Duke university, Durham, N. C.

726. **Patton, Gordon Sexton.** The effect of objective presentation on learning and retention. Master's thesis [1928] University of Maryland, College Park.

The purpose of this study was to determine the progress of pupils given a prescribed laboratory course in plane geometry as compared with those who are taught the same subject by the traditional method.

727. **Pitts, L.** A comparison of the analytic and synthetic methods of teaching geometry. Master's thesis, 1928. University of Colorado, Boulder. 50 p. ms.

Two classes of 50 students each in Pueblo, Colo., were used for this study. One class was taught by the analytic method, the other by the synthetic method. Findings: As a class procedure the analytic method used alone acted as a deterrent and an eliminator. The mechanics of the analytic method were so difficult that the slower ones could not master them, and so cumbersome as to interfere with the thinking of the brighter ones. The mastery and use of the synthetic method came more quickly and thoroughly. The synthetic method was favored by teachers and pupils.

728. **Sheppard, James Henry.** The improvements in methods and materials in the teaching of plane geometry. Master's thesis [1928] University of Texas, Austin. 121 p. ms.

729. **Tobey, William S.** Presentation of plane geometry through pupil discovery. Master's thesis [1928] New York university, New York, N. Y.

To improve interest and decrease waste of pupil time in plane geometry classes by presenting the subject matter in the form of an experiment in which the pupils discover and verify geometric truths.

See also Items 371, 636, 715, 833, 1643.

TESTS

730. **Fertsch, Lin.** The new type of objective test versus the essay type as an aid in the teaching of plane geometry. Master's thesis, 1928. University of Colorado, Boulder. 167 p. ms.

The study included eight beginning classes in plane geometry in the Austin, Texas, senior high school. Findings: The advantage of the use of the new type objective tests lies in the fact that they (1) give the teachers a higher coefficient of reliability and therefore furnish a basis for providing remedial instruction, (2) give a more correct estimate of a pupil's score; (3) give a high positive correlation with the student's possibility for growth, and (4) make a better provision than the essay type test for individual differences in learning ability.

731. **Huebner, Emmy.** Objectives for plane geometry and measures of their attainment. Master's thesis, 1928. University of Southern California, Los Angeles.

732. **McMindes, Maud.** The construction of an achievement test in plane geometry. Master's thesis, 1927. University of Kansas, Lawrence.

733. **Wait, W. T.** Objective measurements of the results of solid geometry testing. 1927. Colorado state teachers college, Greeley. School science and mathematics, 27: 969-74, December 1927.

734. ——— **Morgan, M. E., and Dvorak, A.** Construction of Seattle solid geometry tests series. 1928. Colorado state teachers college, Greeley. Bloomington, Ill., Public school publishing company, 1928.

735. **Zook, Roy C.** A diagnostic test using the technical terms of plane geometry. Master's thesis, 1928. Ohio state university, Columbus. 50 p. ms.

An investigation of three modern textbooks in plane geometry as to technical terms. Conclusions: The student is expected to master too many technical terms, many of which are unnecessary.

See also Items 255, 321.

SCIENCE

GENERAL

736. **Ambrose, Luther Martin.** A study of the science material present in a widely read weekly periodical. Master's thesis, 1928. University of Chicago, Chicago, Ill. 3 p. ms.

The study included eight volumes of the Literary Digest for 1912 to 1927. Findings: Facts about health rank highest among science facts presented; physics, with radio ranks high, with chemistry also very important.

737. Burk, John M. Evaluation of a course in general science in terms of desired outcomes. Master's thesis, 1928. University of California, Berkeley.

This study is an attempt to evaluate a course of study in general sciences in terms of the desired outcomes. The course of study is one being used in the seventh grade of the junior high school. The evaluation is to determine in the degree to which the course of study contributes to the commonly accepted objectives of a general science course. Conclusions: It seems to be the consensus of opinion that the emphasis in general science teaching in the seventh grade should be upon health and hygiene. The outstanding objectives as revealed are: (1) Health, both community and personal; (2) help to interpret environment; (3) help to understand natural phenomena, and (4) help to understand what science has done for everyday living.

738. Cain, C. E. The status of science teaching in the secondary schools of Mississippi. Master's thesis, 1928. Mississippi agricultural and mechanical college, Agricultural College. 103 p. ms.

The study included such information as sciences offered, grade placement of sciences, number of students taking science, laboratory layouts of schools, training, salaries, teaching loads, and tenure of science teachers, textbooks and methods of teaching used in secondary schools of Mississippi for the year 1925-26.

739. Davis, James Ernest. The relationship of election of science sequence in high school to performance in certain psychological tests. Master's thesis, 1928. University of Chicago, Chicago, Ill. 137 p. ms.

To determine whether there is a science-type of reaction to any of the sub-tests of Terman, Otis, or Thurstone batteries. Conclusions: Exact science students excel in arithmetic and number series tests; biological students do not.

740. Frank, J. O. The need for standards in courses in the teaching of general science, 1928. State teachers college, Oshkosh, Wis. School science and mathematics, 28: 380-88, April 1928.

A study of courses in the teaching of general science in the colleges and universities of the United States, covering content, method, student activities required, department giving course, etc. It was found that conditions are chaotic. There is no standardization of courses, resulting in great loss to teachers who can not transfer credit from one school to another. A suggested sequence of courses is given.

741. ——— and White, H. K. Vocabulary of scientific terms for high-school students. 1928. State teachers college, Oshkosh, Wis. 1,500 p. ms.

Covers all high-school sciences. Consists of definitions and explanations of all terms which should be used, according to authors' way of determining useful terms, and their proper definitions. Gives list of 2,000 most useful terms and attempts to settle disputes as to proper meaning of these terms.

742. Guthrey, Casey Garnett. Science department heads in high schools of Missouri. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

The purpose of this study was to investigate the extent to which the department head of science in high schools of Missouri is performing administrative, supervisory, and miscellaneous duties in the high school. Findings: Departmental heads are performing duties for which they have not had training. The teacher-training institutions of Missouri do not offer courses which will prepare the departmental heads of science for the duties they are to perform.

743. Hawley, T. U. Science concepts in selected fictions and their use in the senior high school. Master's thesis, 1928. University of Southern California, Los Angeles.

744. Heineman, Ailsie Mikels. A determination of principles and problematic situations found in 20 general science textbooks. Master's thesis, 1927. University of Chicago, Chicago, Ill.

745. Hurd, Archer, Willis. Methods in the teaching of science at the college level. Doctor's thesis, 1928. University of Minnesota, Minneapolis. Minneapolis, University of Minnesota press, 1928. 200 p.

Experimental studies in anatomy, physiology, physics, with particular reference to laboratory instruction. Development of "techniques" stressed.

746. Kennedy, Ella Mae. An experimental study of general science abilities of boys and girls with approximately equal mental ability. Master's thesis, 1928. University of Southern California, Los Angeles.

747. Klopp, William Josiah. An experimental study to determine the relative merits of three methods of teaching general science in the high school.

748. **Mary Claire, Sister.** Recent trends in the teaching of general science as determined by an examination of the content and method employed. Master's thesis, 1927. University of Notre Dame, Notre Dame, Ind.

749. **Persing, Ellis C.** Present objectives of general science. 1928. Western Reserve university, Cleveland, Ohio. 32 p. ms.

The purpose of the study was to discover all the specific objectives in approved courses of study, text-books and curriculum investigations, and to assign to each objective a measure of its frequency of occurrence in these courses. The most significant conclusion is that there is a great need of further original analysis to discover the specific useful objectives of junior high school science.

750. **Phillips, Adams.** A science program for the elementary schools. Master's thesis [1928] University of Tennessee, Knoxville.

751. **Rule, Harry C.** The relative value of teaching eighth grade general science daily, as compared with teaching the same subject on alternate days for an equivalent number of days. Master's thesis, 1927. University of Kansas Lawrence.

752. **Rushton, Sarah Eva.** The teaching of general science in the high schools of South Carolina. Master's thesis, 1928. University of South Carolina, Columbia.

753. **Shaver, Chalmer B.** Some values obtained for general science curriculum building by the newspaper analysis method. Master's thesis, 1928. University of Southern California, Los Angeles.

754. **Thurston, G. N.** The rôle of pupil experience in the teaching of high-school science. Master's thesis [1928] Ohio Wesleyan university, Delaware.

755. **Willebrandt, Arthur Frank.** Trends in the content and organization of general science in American public schools since 1910. Master's thesis, 1928. University of Southern California, Los Angeles.

See-also Items 389, 633, 1263, 1718, 1731, 1740, 1872, 2163, 2399.

TESTS

756. **Coggeshall, Ruth.** A comparative study of science tests and a mental ability test. Master's thesis, 1927. University of Chicago, Chicago, Ill.

757. **Larson, Carl Edward.** The value, for predictive purposes, of certain tests in general science. Master's thesis, 1928. University of Chicago, Chicago, Ill.

758. **Moore, Evelyn B.** Scientific attitudes as related to factual knowledge. Master's thesis, 1928. University of Chicago, Chicago, Ill. 156 p. ms.

A study of scientific attitudes as portrayed by 120 people's reactions on tests of (1) logical selection and (2) facts (2 forms). Findings: Scientific attitudes closely related to knowledge of fact, but presence of knowledge of fact does not predict scientific attitude. Interests, scientific reading, science study, and superstition affect attitudes.

759. **Perry, Raymond Carver.** The effectiveness of the true-false and multiple response tests and their combinations in the field of mechanics of fluids. Master's thesis, 1928. University of Southern California, Los Angeles.

760. **Pipe, Lewis A.** A study of informal tests in high-school science. Master's thesis, 1928. University of Kentucky, Lexington. 97 p. ms.

761. **Sanders, E. H., and Mason, F. B.** A standardized test in general science. Master's thesis, 1928. Emory university, Atlanta, Ga.

A standardized test covering the scope of general science work as determined by analysis of commonly used books.

NATURE-STUDY

762. **Blosser, Sallie Hopkins.** Biological content of 40 high-school classics. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

The courses of study of 12 states of the South were examined and the classics taught in five or more of the states selected for study. Seven hundred and seventeen references relating to nature material were found.

763. **Bullard, Mrs. Marie Louise.** Nature material for the Raleigh schools with the method of use. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

The purpose of this study was to find out, first, what nature material was available for the use of the schools of Raleigh, N. C.; second, to locate this material; and last, to show how some of the material may be used in the school curriculum.

764. **Davis, George.** The biological content of the elementary textbooks of biology. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

The textbooks adapted for use in Tennessee were analyzed page by page to determine their nature study content. Findings: (1) The texts of each of the grades contain an appreciable amount of biological material from 5 per cent to 50 per cent; (2) the amount of material dealing with animals is much greater than that dealing with plants; (3) the number of birds discussed is very much greater than that of any other class of animals; (4) trees are the most frequently discussed class of plants; (5) the proportion of biology in the first four grades is more than twice that of the last four grades; and (6) these facts would seem to indicate that the elementary teacher should include nature study in her preparation.

765. **Lowder, Grace.** A circus. Salisbury, N. C., City schools, 1928.

The aim of this study was to plan a complete activity, to develop a love and understanding of animal life; to teach respect and care for animals and pets, and to teach the tool subjects through interest of children.

766. **MacDonald, Mary L.** The attitudes and inferences of teachers regarding nature study. Master's thesis, 1927-28. University of Cincinnati, Cincinnati, Ohio. 90 p. ms.

767. **Pack, Arthur Newton, and Palmer, E. Laurence, eds.** The nature almanac; a handbook of nature education. Washington, D. C., American nature association, 1927. 312 p.

768. **Palmer, E. Laurence.** Nature education in camps as determined by a survey of the Coordination council of nature activities. 1927. Cornell university, Ithaca, N. Y., and American nature association, Washington, D. C. Nature almanac, 1927. 4 p.

A survey of 170 summer camps organized variously as private and municipal camps to determine aims and procedures. Findings: There is little or no uniformity of aims and procedures in nature work in camps. Nature leaders receive equal recognition with other leaders.

769. ———. A nature education survey of the United States. 1927. Cornell university, Ithaca, N. Y., and American nature association, Washington, D. C. Nature almanac, 1927. 79 p.

A survey of nature education as recognized in all states of the union, particularly in state departments of education, higher institutions of learning and city public school systems. Findings: There is a more general recognition and adoption of the ideals and practices of nature education than formerly.

770. ———. Training leaders for nature education in normal schools and teachers colleges. 1927. Cornell university, Ithaca, N. Y., Washington, D. C., American nature association, 1927. 6 p.

A study of 31 representative institutions responsible for training of 8,851 teachers in training per year. Findings: There is some uniformity of procedure and content in work done in these institutions but less cooperation with work in training schools than seems advisable.

771. **Selberg, Edith M.** Nature study of elementary grades. 1928. Colorado state teachers college, Greeley. Colorado school journal, 43: 32-36, January 1928.

GEOGRAPHY

772. **Blackstock, Mary.** Developing Mount Celo colony. Asheville, N. C., Buncombe county public schools, 1928.

A study of geography through essential activities of man made in the Haw Creek elementary school. Results: Pupils have a better knowledge of what geography really is; know how to get information and how to organize and use this information.

773. **Orandall, Edith.** The contribution of books of travel to geography in the junior high school. Master's thesis, 1927. Colorado state teachers college, Greeley.

774. **Levine, Aaron A.** Comparison of memory by visual and auditory presentation in the learning of geography. Master's thesis, 1927. College of the city of New York, New York, N. Y. 28 p. ms.

A survey of previous similar investigations and the conduct of a rotation experiment using visual and auditory methods. Findings: Chances are 77 out of 100 that the visual presentation employed really exceeds in results the auditory method employed. A combination of the visual with the auditory method is about as effective as the auditory method.

775. **Lord, F. E.** Ability to make geographical uses of the ideas of longitude and latitude. Master's thesis, 1928. University of Chicago, Chicago, Ill. 113 p. ms.

An investigation of the ability of 96 children in city schools and 307 children in rural schools. The study was confined to seventh grade children who had completed or nearly completed their systematic study of elementary school geography. The children tested do not have adequate knowledge of the relationship between human activities and their relationship to time and longitude.

776. **McDonald, Mrs. Lois Paul.** Methods in the teaching of geography. Master's thesis, 1928. University of Southern California, Los Angeles.

777. **Maryland. State department of education.** Tentative goals in geography and history, Grades I-III. Tentative goals in geography, Grades IV-VII. With suggestions for their achievement. Baltimore, Md., State department of education, 1928. 186 p. (Maryland school bulletin, vol. IX, no. 4, January 1928)

778. **Neveln, Charles Milton.** Reading comprehension as related to achievement in geography. Master's thesis, 1927. State university of Iowa, Iowa City. 61 p. ms.

779. **Nolan, Ona Irene.** Supervision of geography teaching methods. Master's thesis, 1928. Boston university, Boston, Mass.

780. **Bankin, Mrs. Lurline.** Kinds of people; their homes and habits. Salisbury, N. C., Rowan county public schools, 1928.

The aim of this study was to find out how children all over the world work and live. Habits and skills resulting from the study were: (1) Making use of material on hand; (2) desire to create; (3) use of tools and paint; (4) better cooperation; (5) more interest and pleasure in school work; (6) self reliance, and (7) leadership.

781. **Bidgley, Douglas C.** A study of children's learning about places. Worcester, Mass., Clark university, 1928. 142 p.

Data here given are based on returns from nine states and 28 cities, from 127 teachers and 186 classes, from 5,544 pupils, 2,720 of whom are boys and 2,824 are girls. Findings. This experiment in place geography indicates that pupils readily accept individual responsibility in the performance of a worthy school task, and that they obtain results of high value through the process of self-education. The experiment seems to indicate that pupils may learn geography better if the learning process is made, in some measure, a matter of individual responsibility. Spontaneous interest in such a geographical task is present in a large measure among pupils.

782. **Rodgers, Leola.** Industrial study--petroleum for use in elementary grades. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

This study involved the collection of material on all phases of the oil industry and organizing it into a teaching unit to be used in the elementary grades.

783. **Shrode, Ida May.** A catalog study of geography in educational institutions above the high school. Master's thesis, 1928. University of Southern California, Los Angeles.

784. **Symonds, Clare.** Report of the investigation of geography courses in senior high schools of the United States. 1928. Senior high school, Quincy, Ill.

785. **Walther, E. Curt.** The education of children through geography. A syllabus of problems for teachers. Baltimore, 1928. 174 p.

Part I includes a chapter on the contribution of geography to elementary education, one on aims and objectives of geography in the elementary school, and one on content and method; Part II is devoted to teaching techniques; and Part III to geographical materials for the education of children.

See also Items 399, 864, 877, 886, 2244.

TESTS

786. **Broening, Angela M.** Contracts, practice, and achievement tests in geography. Baltimore, Md., Department of education, Bureau of research, 1927. 310 p.

A cooperative project involving the development of "goals" and units of work and their evaluation under actual classroom conditions. Results: More adequate teaching, fresh outlooks on the subject by teachers and pupils, reduction in number of failures.

787. **Newark, N. J. Public schools.** Department of reference and research. Report on city-wide test in geography. Grades 6A, 7A, 8A, May 24, 1928. 29 p. ms.

The findings of this survey seem to indicate that there is a wide divergence in the type of geographical information which is emphasized among the Newark schools. Schools having the platoon plan of organization show no apparent benefits from having been taught by special geography teachers. The results in all-year schools are poorer than in the ten-months schools both in the platoon group and in the traditional group. The junior high school group exceeded the city median in each grade; there is a distinct correlation between comprehension in reading and proficiency in geography, etc.

GEOLOGY

TESTS

788. **Meents, Richard O.** Measuring achievement in dynamic and structural geology. Master's thesis, 1928. University of Southern California, Los Angeles.

789. **O'Connell, Daniel T.** New type tests in geology. Master's thesis, 1927. College of the city of New York, New York, N. Y. 81 p. ms.

The study deals with the use, practicability, reliability, and other evaluations of a new type test in college geology, as determined by careful experimentation. Findings: (1) The new type test employed does not measure mere intelligence; (2) the new type test employed is as reliable, if not more so, than the old type ordinarily used.

BIOLOGY AND BOTANY

790. **Ballow, Amer Mileham.** Effectiveness of laboratory exercises in high school zoology. Master's thesis, 1927. Northwestern university, Evanston Ill.

791. **Evangelista, Sister.** Recent trends of the teaching of botany in secondary schools as determined by an examination of the content and method employed in texts and courses of study. Master's thesis, 1928. University of Notre Dame, Ind.

792. **French, Jessie Lee.** Comparison of biological courses offered by institutions of higher education. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

Catalogues of 80 denominational schools, 38 universities, and 25 teachers colleges of the South were used in making this study. Findings: The sequence of the biological courses offered by the three types of schools did not vary much. In elementary biology they are also agreed as to type, content, and amount. This standardization does not extend to the advanced courses of most of the schools. The teachers colleges in particular show great diversity in the type of advanced courses offered. In considering the total amount of undergraduate biology offered, the denominational colleges rank the lowest, the teachers colleges rank slightly higher, while the universities offer more than twice as much biology as the denominational colleges and almost twice as much as the teachers colleges.

793. **Goodall, Josephine Mary.** A study of the extent to which the biology course for the high schools of Toledo, Ohio, parallels the biological topics which appear in a specified list of magazines. Master's thesis, 1927. Northwestern university, Evanston, Ill.

794. **Himes, H. E.** What elements of biology function in giving pleasures of recognition? Master's thesis, 1927. Pennsylvania state college, State College. 79 p. ms.

Questionnaires for this study were returned by about 200 persons. The study obtained declarations of what items out of biology had functioned in their lives since they had studied them.

795. **Johnson, Palmer O.** A comparison of the lecture-demonstration, group laboratory, experimentation, and individual laboratory experimentation methods of teaching high-school biology. Master's thesis [1927] University of Minnesota, Minneapolis. 39 p. ms.

Two series of experiments, each consisting of 24 laboratory exercises, were conducted under typical school conditions to determine the relative efficacy of the lecture-demonstration, the group, and the individual methods of conducting laboratory work in high-school biology. The rotation technique of experimentation was employed. Findings: No statistically significant differences were found in the outcomes of the three different methods of instruction, which implies the importance of each teacher finding out for himself experimentally his own best method of teaching.

796. — — An evaluation of the courses in elementary botany as projected into sequent courses in the college of agriculture and forestry. Doctor's thesis, 1928. University of Minnesota, Minneapolis. 271 p. ms. (To be printed by University of Minnesota press, Minneapolis)

Findings: (1) Certain courses considered as prerequisites for subsequent courses at some time in the past have perpetuated their status by virtue of this early position rather than because of any preparatory values which they may now possess; (2) In the development of the curricula, a multiplicity of courses has been added. With this expansion, the required and elective advanced courses in botany have given way to more specialized courses in the college of agriculture and forestry; etc.

797. **Laton, Anita Duncan.** An experimental application of the psychology of learning to the teaching of biology directed toward health education in the junior high school. Doctor's thesis, 1928. Teachers college, Columbia university, New York, N. Y. (To be published)

Findings: Application of the facts and principles which experimental work in the psychology of learning has established can be made with profit to the teaching of such complex subject matter as that of biological science directed toward health education in the secondary school level. The teaching of biology in non-experimental classes contributes to health education so far as this is concerned with the field of communicable disease prevention. Proper selection of specific material for teaching and proper guidance of children's interest can increase the health education value of biology without demanding more emphasis than is now being given to such material and without minimizing the contribution now being made to other objectives.

798. **McCullough, Jack.** Comparison of a standardized test with an informal objective test. Master's thesis, 1928. University of Colorado, Boulder. 54 p. ms.

A tenth-grade biology class of 20 members in the Aurora, Colo., high school, was used for this study. Findings: Informal objective tests carefully made and validated by the teacher are more satisfactory in measuring the results of a year's instruction in a particular course of study than a regular standardized test which does not fit the course as given.

799. **Menzies, Jessie A.** An analysis of the generalizations and applications in 10 college textbooks in biology. Master's thesis, 1927. University of Chicago, Chicago, Ill.

800. **Meyer, Adelpia M.** The possible use of vacant city lots in the teaching of high-school biology. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

Findings: Vacant lots offer some material for the study of insect life, other small invertebrates, general plant structures, and the interrelation of plants and animals, and can be used when field trips to other more desirable places can not be taken.

801. **Nelson, George E.** History of the biological sciences in secondary schools of the United States. School science and mathematics, 28: 34-42, 131-44, January, February 1928.

802. **Weinsel, Anna.** The teaching of biology in the high schools of South Carolina. Master's thesis, 1928. University of South Carolina, Columbia.

See also Items 762, 764, 1869.

CHEMISTRY

803. **Bagley, Grace.** The correlation of laboratory and classroom work in the teaching of high-school chemistry. Master's thesis, 1928. University of Kansas, Lawrence.

804. **Brown, Howard.** A study of the handling of apparatus and materials in high-school chemistry laboratories. Master's thesis, 1927-28. Colorado state teachers college, Greeley.

805. **Faxon, Barbara Adams.** Preparation and examination of high-school experiments in chemistry. Master's thesis, 1928. Boston university, Boston, Mass. 33 p.

The facts illustrated by the work done in this study are: (1) Experiments should always be tried out before being published; and (2) the meaning of the principles of chemistry can be performed with cheap and common apparatus.

806. **Glanz, Joseph.** The trend in high-school chemistry textbooks and laboratory manuals. Master's thesis, 1928. College of the city of New York, New York, N. Y. 204 p. ms.

A survey of texts since about 1800 and of laboratory manuals since their inception with respect to content, organization, and method.

807. **Horton, Ralph E.** Measurable outcomes of individual laboratory work in high-school chemistry. Doctor's thesis, 1928. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1928. 105 p. (Contributions to education, no. 303)

The study aims to evaluate typical recommended practices, especially, the author's adaptation of the "problem method," and to test their relative attainment of the goals: Information, manipulative skill, and ability to solve perplexities of a chemical nature.

808. **Kitzmilller, Albanus Blaine.** A study of certain vocabulary problems in high-school science. Doctor's thesis, 1928. Ohio state university, Columbus. 120 p. ms.

Shows need of reducing vocabulary in high-school chemistry; and method by which this may be done.

809. **Mattern, L. W.** Chemistry and science in college entrance and graduation requirements. Doctor's thesis, 1928. American university, Washington, D. C. 329 p. ms.

This study shows the quantitative requirements of both chemistry and science in relation to all college degrees and other related matter. Findings: Relatively small amount of science and no chemistry presented for college entrance; extreme diversity of college standards in both science and chemistry. There is a need for study of chemical education problems, articulation of high-school and college courses in chemistry, laboratory, and classroom requirements.

810. **Myers, J. T.** A comparative study of high-school texts in chemistry. Master's thesis, 1928. University of Chicago, Chicago, Ill. 95 p. ms.

Books used in secondary schools covering period 1817 to 1925 were analyzed. A study of the evolution of the present course. Findings: (1) Descriptive chemistry dominant type; (2) theoretical chemistry greatly stressed in recent years; (3) industrial chemistry being stressed now also; (4) organic chemistry has received little emphasis since 1880; (5) exercises changed from catechism type of question to problem-solving type.

811. **Noll, Victor Herbert.** Effect of varying amounts of laboratory work on achievement in chemistry. Master's thesis, 1927. University of Minnesota, Minneapolis. 78 p. ms.

A study of six groups of students of inorganic chemistry at the University of Minnesota. Findings: Group having more laboratory showed some superiority in general achievement.

812. **Salter, Clarence Harvey.** Chemical terms in popular science books. Master's thesis, 1927. University of Chicago, Chicago, Ill.

813. **Scott, Cecil Winfield.** A comparative study of the teaching of chemistry in the high schools of South Carolina and North Carolina. Master's thesis, 1928. University of South Carolina, Columbia.

814. **Snyder, Nelson S.** The overlapping of subject matter in high-school and college chemistry. Master's thesis, 1927. University of Akron, Akron, Ohio. 76 p.

A study of 28 common items in both high-school and college texts. An overlapping of 76.24 per cent was found.

815. **Travers, Austin A.** Causes of failure in high-school chemistry. Master's thesis, 1928. New York university, New York, N. Y. 50 p. ms.

816. **Wood, Vernon Everett.** A brief outline of the history and present status of chemistry teaching. Master's thesis, 1928. University of Tennessee, Knoxville.

See also Items 636, 1130.

TESTS

817. **Baker, Harold William.** A formula-nomenclature test for introductory chemistry. Master's thesis, 1928. Ohio state university, Columbus. 53 p. ms.

The study includes the development of the test into four pairs of complementary forms. Statistics on 847 second and 280 first semester students. The test is a trifle too easy, but quite valid. Pupils required to study chemistry do not do as well as those who elect the subject.

818. **Loman, William M.** Measurement of teaching efficiency. Master's thesis, 1928. George Washington university, Washington, D. C.

Objective measurements applied to the teaching of chemistry.

819. **McCombs, Newell Devin.** The measurement of achievement in high-school chemistry and the validation of tests. Master's thesis, 1927. State university of Iowa, Iowa City. 70 p. ms.

820. **Smith, Max.** An evaluation of chemistry test elements. Master's thesis, 1927. College of the city of New York, New York, N. Y. 25 p. ms.

Determination of the "goodness" of items of four chemistry tests and the consideration of two item goodness coefficients. Findings: (1) Items vary considerably in goodness, as measured; (2) item coefficients for the same item vary when computed with different groups notably a high-school and college group; (3) difficulty of an item is slightly correlated with its goodness; (4) the Vincent "omd" coefficient seems inferior to the biserial coefficient of correlation.

PHYSICS

821. **Adkisson, Charles Noble.** A study of procedure in teaching elementary physics. Master's thesis, 1927. Southern Methodist university, Dallas, Texas. 208 p. ms.

A discussion of traditional teaching methods in the high school; presentation of laboratory procedures with practical problems as starting points. Findings: Convincing arguments for use of practical problems; series of laboratory experiments in high-school physics based on practical problems.

822. **Crawford, V. M.** The mathematics needed as prerequisite to the study of high-school physics. Master's thesis, 1927. Colorado state teachers college, Greeley.

823. **Crudup, Josiah, jr.** A comparison of grades in college physics. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

This study is based on 906 records of grades and scores of students in college physics from two colleges in the state of Georgia. The students were divided into two groups: those who entered college with a unit of high-school physics and those who entered without a unit of high-school physics. Findings: It was found that the men who enter college with a unit of high-school physics do not do as well in college physics as those men who enter without having studied physics at all. The women who enter college with a unit of high-school physics do better in an elective course in physics than those women who enter without having studied physics at all.

824. **Duel, Henry Ward.** Even front system versus the rotation system in laboratory physics. Master's thesis, 1927. University of Minnesota, Minneapolis. 102 p. ms.

A study of 168 pupils in second term physics at West high school, Minneapolis, also 86 pupils in physics at St. Paul Central high school, St. Paul, Minn. According to the data obtained, the rotation system seemed to be superior to the even front system.

825. **Edwards, Sophie E.** An investigation of instruction in physics in some of the high schools of North Carolina. Master's thesis, 1928. Duke university, Durham, N. C.

826. **Goldstein, Samuel A.** The relative order of study of the main divisions of high-school physics. Master's thesis, 1928. College of the city of New York, New York, N. Y. 65 p. ms.

Findings. There is much variety in order in courses and texts. The most prevalent order in the schools is: (1) Mechanics; (2) heat; (3) sound; (4) light; (5) magnetism; and (6) electricity. The order of regents question difficulty, easiest being placed first is: (1) Magnetism and electricity; (2) light; (3) sound; (4) mechanics; and (5) heat.

827. **Halenz, Herwath F.** A determination of the relative effect of certain specified factors influencing the success of students in high-school physics. Master's thesis, 1928. Northwestern university, Evanston, Ill.

828. **Harper, Laurence B.** Everyday life and the physics curriculum. Master's thesis [1928] New York university, New York, N. Y.

A comparative survey of textbooks of physics for secondary schools and uses made of physics in everyday life, in accordance with the new idea of curriculum construction as advocated by Bobbitt, Charters, Cox, etc.

829. **Harris, Ernest Allen.** The knowledge of physics needed to read popular scientific magazines. Master's thesis, 1927. University of Chicago, Chicago, Ill.

830. **Keller, Homer L.** Trends in the content and methods of instruction in secondary school physics during the past three decades. Master's thesis, 1928. University of Southern California, Los Angeles.

831. **Kilzer, Louis R.** The mathematics needed in high-school physics. Doctor's thesis, 1928. State university of Iowa, Iowa City. 132 p. ms.

832. **Thompson, M. Z.** Psychologizing the subject matter and enriching the content of elementary physics. Master's thesis, 1928. Ohio state university, Columbus. 55 p. ms.

Psychological approach to subject matter and the same applied to new content. The following conclusions were reached by analysis of extracts treating of the principles underlying a psychological approach in teaching the subject matter and method of science: (1) Both the subject matter and the method of science are important, but the teaching of the scientific method is more important than the teaching of any part of the subject matter; (2) the subject matter must be chosen and the emphasis distributed with reference to the previous experience of the students and its natural connection with their interests and aims; (3) the approach should be largely through problematic situations and projects which make a genuine appeal to the pupils' interests; (4) the human and social relations of the scientific facts and methods of procedure should be clearly brought out; and (5) there should be sufficient demonstration experiments and laboratory practice so that the students may catch something of the real spirit of scientific investigation and be brought into sympathy and appreciation for scientific research.

833. **Zerbe, H. M.** The elements of plane geometry in high-school physics. Master's thesis, 1928. Pennsylvania state college, State College.

Ten physics texts were analyzed for their use of geometry. This involved listing of theorems and geometrical vocabulary. Ten different constructions and 25 theorems were found to be used.

See also Items 386, 2169.

TESTS

834. **Peck, Claude Francis.** The use of objective tests in instructional procedure in physics. Master's thesis, 1928. University of Southern California, Los Angeles.

835. **Ranney, Harriet.** A standardized test in the mechanics of physics. Master's thesis [1928] University of Wisconsin, Madison. 74 p. ms.

Test standardized in 800 cases in four states. Reliability .92.

836. **Sangren, Paul V., and Marburger, Walter G.** Instructional tests in high-school physics. 1928. Western state teachers college, Kalamazoo, Mich. 90 p.

Detailed standardized tests covering important phases of high-school physics.

837. **Trachsel, Charles S.** Selection and validation of a series of statements to be used in constructing objective examinations and tests in high-school physics. Master's thesis, 1927. State university of Iowa, Iowa City. 140 p. ms.

SOCIAL STUDIES

GENERAL

838. **Anderson, Lucile E.** Social studies curriculum. [1928] Kansas state teachers college, Pittsburg.

To provide a course of study, together with standards of attainment and suggested materials and procedure, for use throughout the elementary and junior and senior-high schools.

839. **Ashcraft, Glen Corbin.** The status of the social sciences in the teachers colleges of the United States. Master's thesis, 1928. Indiana university, Bloomington. 73 p. ms.

840. **Bamesberger, Velda Christena.** The appraisal of a social studies course in terms of its effect upon the achievement, activities, and interests of pupils. Doctor's thesis [1928] Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1928. (Contributions to education, no. 328.)

The purpose of this study was to determine the effect of a sixth grade social studies course of the activity type upon certain outcomes of instruction. Twenty schools, 25 teachers, and approximately 700 pupils were included in the investigation.

841. **Barnes, C. C.** The value of guide sheets in social science. Detroit, Mich., Public schools, 1928. 10 p. ms.

Experimental materials were used in 10 seventh-grade classes majored with 10 other classes using regular materials. Findings. No significant difference.

842. **Barr, A. S.** A study of the teaching performance of good and poor teachers of the social studies in the junior and senior high school. 1928. University of Wisconsin, Madison.

Case studies of 47 good and 47 poor teachers are presented.

843. **Bassett, S. Janet.** Evidences of the philosophy of Kant in the social studies of school surveys. 1928. Johns Hopkins university, Baltimore, Md.

844. **Billings, Neal.** A determination of generalizations basic to the social studies curriculum. Doctor's thesis, 1928. Teachers college, Columbia university, New York, N. Y.

Basic generalizations were gathered from books written by competent authorities. From the original statements thus collected a list of basic generalizations was made by combining duplicates and rephrasing those dealing with the same topic where this could be done without distorting meanings. The final list of central themes is a composite of four separately prepared lists.

845. **Bolton, Frederick E.** The teacher's opportunity in the teaching of social sciences. [1928] University of Washington, Seattle.

846. **Cleveland, Ohio. Board of education. Bureau of research.** Course of study in social studies, Part II. Cleveland, Ohio, Board of education, 1928. 279 p.

Pupils reading and work book for junior high school social studies.

847. **Crowell, Edith Smiley.** Status of social science in Kansas high school. Master's thesis, 1928. University of Kansas, Lawrence.

848. **Hill, Temple.** Social studies curriculum for grades 1-12. [1928] Kansas state teachers college, Pittsburg.

849. **Howerth, I. W.** Sociology in a teachers-college curriculum. 1928. Colorado state teachers college, Greeley. Education, 48:561-67, May 1928.

850. **Jensen, Alma M.** Suggestions for the tentative content for the sociology curriculum of a teachers college. Master's thesis, 1928. Colorado state teachers college, Greeley.

851. **Keller, Edward W.** A social science curriculum for the teachers college.

853. **Ramsey, Eloise.** Bibliography for a new course of study in the social studies—kindergarten to grade VI. 1928. Detroit teachers college, Detroit Mich. Ann Arbor, Mich., Public schools, 1928. 150 p. ms.

This bibliography is a part of the general curriculum about to be published in complete form by the Ann Arbor public schools.

854. **Redman, Mabel.** A classified catalogue of textbooks in the social studies, for elementary and secondary schools. Prepared for the National council for the social studies. Philadelphia, Pa., McKinley publishing company 1928. 41 p.

A survey of printed textbooks in social studies with annotations.

855. **Rugg, Earle U.** Curriculum studies in the social sciences and citizenship. 1928. Colorado state teachers college, Greeley. 214 p. (Colorado state teachers college. Education series, no. 3)

856. ——— Research in high-school social studies. 1928. Colorado state teachers college, Greeley. *In* National education association. Department of superintendence. Sixth yearbook, 1928. Chap. XIII. 19 p.

857. **Sheehan, John Joseph.** The development of the social studies in the secondary schools of Massachusetts. Master's thesis, 1928. Boston university Boston, Mass. 105 p. ms.

858. **Stubbs, Laura Elda.** Generalization of sociologists for the secondary social sciences. Master's thesis, 1927. Colorado state teachers college, Greeley. Says that secondary school textbooks in sociology should provide material which pupils can comprehend.

859. **Washburne, John N.** Use of graphic and tabular material in social science. 1927-28. Syracuse university, Syracuse, N. Y. *Journal of educational psychology*, 18: 361-76, 465-76, September, October 1927.

860. **Williams, Joseph Edward.** Unification of the social studies. Master's thesis, 1927. University of Florida, Gainesville.

See also items 389, 497, 520, 1231, 1869.

HISTORY

861. **Hoyer, Beatrice Violet.** Collateral reading recommended in American history textbooks for the senior high school. Master's thesis, 1927. University of Chicago, Chicago, Ill.

862. **Chalmers, Eleanor Moulton.** Certain cue-concepts in elementary history. Master's thesis, 1928. University of Southern California, Los Angeles

863. **Clevenger, Mellie Catherine.** The causes of the Civil War as stated in United States histories. Master's thesis, 1927. University of Chicago, Chicago Ill.

864. **Dean, Charles D.** What pupils know about significant facts in history and geography. Master's thesis, 1928. Colorado state teachers college, Greeley

865. **Dearborn, Frances Ross.** Course of study in Indian history. Master's thesis, 1927. State university of Iowa, Iowa City. 231 p. ms.

866. **Donovan, Julian.** Adjustment of 7B course of study in history Baltimore, Md., Bureau of research, Department of education, 1928. 39 p.

Organization of the 7B course of study and determination of minimum essentials in knowledge, habits and skills, and appreciations. Practice tests and review tests on each unit.

868. **Fleming, Harold D.** Engendering attitudes in the teaching of American history. Master's thesis, 1928. George Peabody college for teachers, Nashville.

The conceptions of nine educational writers as to what constitutes an attitude and as to its use in education were assembled. Characteristics of the firm attitude were secured by describing the actions or conduct of a person who had a particular attitude. Nine methods used by American history teachers to engender the attitudes of responsibility, open-mindedness and critical-mindedness were collected, six actions of the teacher that had a tendency to influence the students were noted by the observer.

869. **Frederick, Sister M. Bartholomew.** Teaching of history. Master's thesis, 1928. Marquette university, Milwaukee, Wis. 130 p. (Marquette university educational handbook, no. 2)

A course of study in history for Catholic schools.

870. **Fretz, Barbara C.** Survey of teaching of history in high schools of Pennsylvania. Master's thesis, 1927. Cornell university, Ithaca, N. Y. 101 p. ms.

Report of data collected in 161 high schools of Pennsylvania. Findings: Influence of newer suggestions for curricular reorganization much more marked than popularly supposed.

871. **Gifford, C. W.** An American history wordbook. Doctor's thesis, 1928. University of Wisconsin, Madison.

An analysis of eight senior high school American history textbooks. Results: An abbreviated alphabetical wordlist.

872. **Gustin, Margaret.** Standards of attainment and types of activities in history for the seventh grade. Beaufort, N. C., Carteret county public schools, 1928.

The aim of this study was to set up definite standards of attainment in history for the seventh grade based on the North Carolina state course of study and adopted text.

873. **Hicks, Ernest Emmanuel.** Influence of parallel readings in Roman history in the teaching of Caesar's Gallic war. Master's thesis, 1927. University of Pittsburgh, Pittsburgh, Pa.

874. **Higley, Ruth.** Changing conceptions in the teaching of history. Master's thesis, 1928. University of Wisconsin, Madison. 117 p. ms.

A study of concepts in the teaching of history as set forth in the *Historical Outlook and School Review* from 1909 to 1927. Lists the concepts found in these periodicals.

875. **Hilmer, Margaret Agnes.** The methods of teaching local history in the elementary and secondary schools. Master's thesis, 1928. University of Southern California, Los Angeles.

876. **Jacobs, Morris.** The use of diagrams in teaching history in the secondary school. Master's thesis, 1927. College of the city of New York, New York, N. Y. 38 p. ms.

Experimental determination of achievement when pupils are taught with diagrams as compared with results when taught without them. The indications were that the use of diagrams improved the achievement of pupils more than did the nondiagram method.

877. **Leaf, Curtis T.** A study of representative history and geography textbooks used in English-speaking countries bordering on the Pacific. Master's thesis, 1927. University of Hawaii, Honolulu. 135 p. ms.

878. **Locker, Philip.** An examination of some vocabulary difficulties in three 5A history textbooks. Master's thesis, 1927. College of the city of New York, New York, N. Y. 44 p. ms.

A study of the use of the Thorndike word-book and a history vocabulary test to determine pupils' difficulties with vocabulary of texts. Results show uncommonness of words and pupils' ratings on history vocabulary test taken from texts.

879. **Long, Pauline Yates.** Evaluations of methods in teaching history.

880. **McCaffery, Eleanor Marie.** The teaching of history in the English secondary schools during the nineteenth and twentieth centuries. Master's thesis, 1928. Boston university, Boston, Mass. 68 p.

In considering this subject, it was found that Thomas Arnold first introduced history as a separate subject into the schools and he made most of the progress in this field during the nineteenth century.

881. **McReynolds, O. L.** American history references for senior high schools. Master's thesis [1928]. University of Chicago, Chicago, Ill. 119 p. ms.

Analysis of textbooks, courses of study in states and cities and teacher suggestions used.

882. **Marvin, Albert Jerrold.** An attempt to determine the best method of studying history. Master's thesis, 1927-28. Stanford university, Stanford University, Calif.

883. **Matheny, H. A.** Ancient history in the high school. Master's thesis [1928]. Ohio state university, Columbus.

The place of ancient history in the high school since 1899; changes in emphasis in ancient history textbooks. Conclusions: Tendency to-day is to combine ancient and mediæval history or to make it part of a one-year course in world history. The newer textbooks give more attention to pre-Greek history and to social and economic phases.

884. **Miller, Earl.** A study of the objectives in the teaching of American history. Master's thesis, 1928. University of Wisconsin, Madison. 120 p. ms.

The purpose of this study was to determine the objectives by use of expert opinion and to determine changes in emphasis during the last 40 years. One hundred and eighty-seven sources were used. The study furnishes a complete list of objectives classified in an objective manner. The classes and subclasses may be rearranged to suit subjective views. The shifting emphasis indicates present trends.

885. **New York (State) Education department.** Tentative syllabus for history in the elementary schools, grades 5-8. Albany, University of the state of New York, 1928. 113 p.

886. **Noble, M. C. S., jr.** The teaching of state history and state geography in the United States. Raleigh, North Carolina state department of public instruction [1928].

Shows legal provisions, amount of time, texts used, grades in which state history and state geography are taught. Data were secured by questionnaire method.

887. **Phipps, Madge.** The unit mastery method versus the daily recitation method in teaching high-school history. Master's thesis, 1927. University of Chicago, Chicago, Ill.

888. **Simpson, Robert Gilkey.** The effect of training in organization or ability to read historical materials. Doctor's thesis, 1928. University of Pittsburgh, Pittsburgh, Pa.

889. **Smith, Irene Hall.** Objectives, content, methods and tests of achievement in American history, with special reference to offerings on upper division college levels. Master's thesis, 1928. University of Southern California, Los Angeles.

890. **Smith, Otto Orville.** The relative efficiency of two methods of instruction in American history. Master's thesis, 1927. University of Kansas Lawrence.

See also Items 383, 396-397, 2244, 2397.

TESTS

891. **Anderson, Howard B.** The time concepts understood by junior high school students. Master's thesis, 1928. University of Chicago, Chicago, Ill. 86 p. ms.

892. **Hupp, J. L.** A new-type history test. *High school teacher*, 4: 126-27, March 1928.

893. **Melcher, George.** [History tests in the public schools of Kansas City, Mo.] Kansas City, Mo., Public schools, 1927. 2 p. ms.

According to the results obtained from the Gregory tests given in 1927, the work in American history is almost one-half year below standard. Conclusions: More attention should be given to historical readings in grades five and six, and there should be a more careful evaluation of things in history.

See also Items 268, 321, 889.

ECONOMICS

894. **Alexander, Earl D.** The development of the teaching of economics in American secondary schools. Master's thesis, 1928. College of the city of New York, New York, N. Y. 32 p. ms.

An historical and descriptive survey of courses of study and methods of teaching in economics. Findings: Course begun 100 years ago, was taught in 5 per cent of the schools in 1900, and in 41 per cent of the schools in 1922.

895. **Bullock, Royal W.** Economics for consumers. Master's thesis, 1928. Colorado state teachers college, Greeley.

896. **Kidder, Raymond S.** The present status of economics in the high schools of New York state. Master's thesis [1928]. New York university, New York, N. Y.

The purpose of this study was to find to what extent economics is being taught in the high schools of the state, the reasons why it is not more widely taught, changes which might tend to improve the subject material, improved methods of subject presentation and opinions as to whether or not the subject should be more widely taught.

MUSIC

897. **Baugh, Elizabeth.** Development of rhythm perception through training. Master's thesis, 1928. Ohio state university, Columbus. 35 p. ms.

Determination of I. Q. and rhythm perception by tests (Stanford-Binet and Seashore rhythm test) then after a period of intensive training, giving rhythm test again to determine development. Conclusions: A very bright child makes no more development in rhythm perception during a period of intensive training than a duller child. General intelligence and rhythm perception have no correlation.

898. **Beeson, Frances Hunt.** Methods of correlating music with other school subjects. Master's thesis, 1928. University of Southern California, Los Angeles.

899. **Buehl, H. W.** Establishing the reliability and validity of the essay and multiple-choice examinations when applied to music. Master's thesis, 1928. Northwestern university, Evanston, Ill.

900. **Earhart, Will.** Music in platoon schools. Report of a national committee acting under the direction of the Bureau of Education in cooperation with the National committee on music in platoon or work-study-play schools. Washington, United States Government printing office, 1927. 22 p. (U. S. Bureau of education. City school leaflet, no. 27, July 1927.)

901. **Ferguson, Myrtle Walters.** An analytical and experimental study to develop an exploratory course in music. Master's thesis, 1925. University of Southern California, Los Angeles.

902. **Fox, Otto Lee.** The present status of music teaching in the high schools of California. Master's thesis, 1928. University of California, Berkeley.

The object of this thesis was to set forth an analysis of the present status of music teaching in the high schools of California. In order to do so, it was necessary first to discover what branches of music study are incorporated as a part of the high-school program, next to determine how wide the extent of this instruction

904. **Johnson, Gladys.** A study of the music schools and departments of the A and B class colleges for the negro. Master's thesis, 1928. Northwestern university, Evanston, Ill.

905. **Koehnke, Jeanette D.** Junior high school music. Master's thesis [1928]. New York university, New York, N. Y.

The setting up of criteria by which to judge and evaluate music in the junior high school.

906. **Lynn, Mary M.** A critical analysis of the activities of heads of music departments in secondary schools in Southern California. Master's thesis, 1928. University of Southern California, Los Angeles.

907. **McLeod, Mrs. Irene.** A study of methods in music appreciation. Master's thesis, 1928. University of Southern California, Los Angeles.

908. **Parrott, Hattie S.** Music appreciation course and music memory contest. Raleigh, North Carolina state department of public instruction [1928]

The purpose of this bulletin was to present a supplementary course in music appreciation and music memory contest. While the course is planned primarily for the elementary grades, high schools may take the course, and a separate contest for music memory will be provided for the high-school pupils.

909. **Seashore, Carl E.** The present status of research in the psychology of music at the University of Iowa. Iowa City, State university of Iowa, 1928. 29 p. (University of Iowa studies, vol. II, no. 4, June 15, 1928.)

See also Item 1296.

TESTS

910. **Branison, Ernest P.** A music test for sixth grades. Department of research, City schools, Long Beach, Calif. 7 p. ms.

An information test devised and administered to upper sixth grades. Reports scores made and makes suggestions for revision.

911. **Smith, Wiley F.** A test for the range of consonance in various musical intervals. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

912. **Stout, Harriet.** Study of correlations of test scores and grades in music. Master's thesis, 1928. University of Chicago, Chicago, Ill. 51 p. ms.

A statistical study of grades, attainment ranks, scores of ability test, and scores of achievement test in music. Conclusions: Relatively low though decided correlation.

913. **Tierney, Elizabeth M.** A study of freshman student achievement in the school of fine arts in the University of Nebraska. Master's thesis, 1928. University of Nebraska, Lincoln.

Measurement (1) of achievement of students in theory of music, at the close of the first semester in the School of Fine Arts, and (2) of its contributing factors, i. e., general intellectual ability and innate music capacity.

914. **Wilson, Morris Emmett.** Tests to determine a pupil's capacity to appreciate music. Master's thesis, 1927. University of Chicago, Chicago, Ill.

ART EDUCATION

915. **Batts, Bertha A.** Trends in the subject matter of books and periodicals on art. Master's thesis, 1928. University of Southern California, Los Angeles.

916. **Davis, Evelene F.** Some recent tendencies in art education in the public schools of the United States. Master's thesis, 1927. University of Hawaii, Honolulu. 101 p. ms.

917. **Federated council on art education.** Report of the committee on

918. **Gaw, Grace.** Fifty years of color teaching in American elementary schools. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

The development of the movement toward the introduction of color into our public school drawing courses, from its inception nearly 50 years ago up to the present time. A list of the principal books about color study and teaching published during the past 50 years is given.

919. **Good, Carter V.** The objectives and status of art education in secondary schools. *Journal of educational method*, 7: 209-12, February 1928.

920. **Hall, Muriel Elizabeth.** A proposed course of study in art for the Polytechnic high school of San Francisco. Master's thesis, 1927-28. Stanford university, Stanford University, Calif.

921. **Hoag, Mary E.** Development of technique for predicting creative imagination in art. Master's thesis, 1927. University of Minnesota, Minneapolis. 112 p. ms.

This investigation deals with pupils in an Art I class in University high school. Predicting creative imagination in art. Findings. Creative artistic ability accompanied by intelligence, culture in heredity, above average work in other subjects, character above average, originality.

922. **North central association of colleges and secondary schools.** Report of subcommittee on art education, 1927. 24 p.

An investigation of the qualitative contribution of art to the social, vocational, and leisure-time objectives of modern education.

923. **Palmer, Bernice.** Developing creative art in the public schools. Master's thesis, 1927. Colorado state teachers college, Greeley.

924. **Rogers, Hester Irene.** An analysis of periodical literature to determine its contribution to art education. Master's thesis, 1928. University of Chicago, Chicago, Ill. 85 p. ms.

A study of one year's issues of each of 12 magazines and one month's issues of each of five newspapers. Findings. The interests of the public as shown by the references to art in current periodical literature, seem to correspond rather closely to the phases of art being stressed in the most up-to-date courses of study in our modern public schools.

925. **Seidel, Ida.** Suggested outline for the adapting of the course of study to a fine and industrial arts program. Raleigh, North Carolina state department of public instruction [1928].

This bulletin presents a study of social conditions as related to art conditions. With this study as a background an outline course is presented for use in working out a closer correlation in certain elementary school subjects.

See also Item 1986.

TESTS

926. **Brooks, Fowler D.** Relative accuracy of ratings assigned with and without use of drawing scales. *School and society*, 27: 518-20, April 21, 1928.

927. **Christensen, Erwin O.** Test in art appreciation, 1928. University of North Dakota, Grand Forks.

Test designed to determine the extent of a person's sensitiveness to aesthetic qualities.

928. **Gale, Clara M.** A preliminary study for a product scale of color combinations chosen by children. Master's thesis, 1928. Boston university, Boston, Mass. 66 p.

The purpose of this paper was to make a product scale of color combinations chosen by children in the fourth grade, which might represent a standard for children of that grade as determined by the combined rating of many competent judges.

929. **Knauber, Alma Jordan.** Testing for art ability. Master's thesis, 1928.

930. **Richard, Mrs. Mertice Aldahl.** Methods of evaluating pupil progress in the study of art in the junior high school. Master's thesis, 1928. University of Southern California, Los Angeles.

931. **Williams, Marion Louise.** A study of the growth of intelligence as measured by the Goodenough drawing test. Master's thesis, 1928. University of Chicago, Chicago, Ill.

DRAMATICS AND ELOCUTION

932. **Campbell, Genevieve Randolph.** The relative merits of certain plays for high-school production. Master's thesis, 1928. University of Southern California, Los Angeles.

933. **Clark, Martha Anna.** The history and methodology of the story-telling movement in public education in the United States. Master's thesis, 1928. University of Southern California, Los Angeles.

934. **McNabb, E. W.** The evolution of the community drama. Master's thesis [1928]. Ohio Wesleyan university, Delaware, Ohio.

935. **Meador, Mrs. Emma B. Grant.** Teaching speech in the elementary school. Doctor's thesis, 1928. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1928. 129 p. (Contributions to education, no. 317.)

A comparative study of speech education in the elementary schools of England and the United States. Findings: Evidences based on the literature from educational authorities, and on the opinions of business men in England and the United States show an agreement as to the importance of good speech in life. These evidences also indicate an agreement as to the strategic position of the elementary school for the achievement of good speech. American authorities stress the language element in speech and say very little about the voice. English authorities consider the art element in speech very important together with the scientific knowledge of speech sounds as an aid toward the elimination of provincialisms.

936. **Parrish, W. M.** Application of the Gestalt psychology to speech training and rhetoric. Doctor's thesis, 1928. Cornell university, Ithaca, N. Y. Quarterly journal of speech, 14: 8-29, February 1928.

Criticism of current practices in light of Gestalt. Concludes that current practice must be radically changed.

937. **Sapora, Doris W.** Dramatics as curricular and extracurricular activity. Master's thesis, 1928. Cornell university, Ithaca, N. Y. 40 p. ms.

This study is historical and descriptive. Findings: There is a tendency toward making dramatics more definitely curricular in high school.

938. **Stewart, Cecil C.** Methods of teaching delivery in public speaking. Master's thesis, 1928. University of Southern California, Los Angeles.

SCHOOL JOURNALISM

939. **Coe, Wilfred C.** A study of make-up, management, and content of high-school newspapers. Master's thesis, 1928. University of Chicago, Chicago, Ill. 70 p. ms.

An analysis of two papers each from 134 schools in 31 states.

940. **Converse, Ethel Jane.** A study of certain educational values claimed for the high-school newspapers. Master's thesis, 1928. Yale university, New Haven, Conn. 73 p. ms.

941. **Furst, Harold Dale.** A study of the high-school annual in the rural and exempted village schools of Ohio for 1926-1927. Master's thesis, 1928. Ohio state university, Columbus. 100 p. ms.

The purpose of this study was to determine two things: (1) The value of the annual, and (2) the best method of producing it. As rated by superintendents of 104 rural and 33 exempted village schools, 23 rated

An analysis of high-school papers from 29 different states. The following kinds of loyalty were recognized: (1) Blind; (2) righteously discriminating; (3) intelligently cooperative; and (4) vicious. Findings 9.59 per cent of space was given to building up loyalty. The space was distributed as follows: Blind, 94 per cent; vicious, less than 1/2 per cent; righteously discriminating, 3.59 per cent; and intelligently cooperative, 4.6 per cent.

943. **Hoist, Will Henry.** The analysis of the junior high school newspaper as an extracurricular activity. Master's thesis, 1928. University of Southern California, Los Angeles.

944. **Huff, Bessie M.** A study of high-school newspapers. Master's thesis, 1928. University of Kansas, Lawrence.

945. **Irwin, Helen Gale.** A study to determine the place of student publications in the junior high school. Master's thesis, 1928. University of Southern California, Los Angeles.

946. **Lonergan, Margaret A.** High-school publications. Master's thesis, 1927. Cornell university, Ithaca, N. Y. 114 p. ms.

A study of the theory and practice in high-school publications, covering comparison of practices in many schools. Findings: Value of high-school publications very great, but must be carefully supervised to bring real, educational results.

947. **Michaelsohn, W. E.** The school paper in North Dakota. Master's thesis, 1928. University of North Dakota, Grand Forks.

948. **Presley, Robert Henry.** Methods of conducting a high-school paper. Master's thesis, 1928. University of Southern California, Los Angeles.

THRIFT

949. **Chamberlain, Arthur H.** Thrift education. Course of study outline for use in years one to eight, inclusive. 2d ed. New York city, American society for thrift, 1928. 96 p.

950. **Cotting, Kathryn McL.** Standards for elementary thrift and construction of a thrift score card. Master's thesis, 1928. University of Southern California, Los Angeles.

951. **Murphey, Carobel.** An experiment in thrift education with special reference to the junior high school. Master's thesis, 1928. University of Southern California, Los Angeles.

952. **Ritter, Harvey R.** An investigation of the content of a course in personal economics for the ninth grade of the junior high school. Master's thesis, 1928. University of Southern California, Los Angeles.

See also Item 1044.

SAFETY

953. **Daley, Samuel Jesse.** The place of safety education in the elementary schools. Master's thesis, 1928. University of California, Berkeley. 167 p.

The investigation is an attempt to show the present practice in the elementary schools in giving instruction in accident prevention methods and to determine, if possible, to what extent such instruction is given, and from the data collected to formulate a suggestive curriculum in safety education, make recommendations regarding methods of teaching the subject and present an outline of such methods.

954. **Falkland, N. C. Union school.** Roads, how they are built, their uses to mankind, how to be safe and make other people safe while riding on highways. Greenville, N. C., Pitt county public schools, 1928.

955. **Farnham, Norman Harry.** A study of school safety committees in Southern California and their effect upon citizenship. Master's thesis, 1928.

This manual is developed into three parts. Part I, The Safety education movement, is a history of the growth of the needs of safety education and of the development of the organizations encouraging safety instruction. Part II, Safety hazards, treats the main sources of danger and collects the most important facts to be presented. Part III, A condensed outline course of study by grades, includes suggestions intended as a guide for the teacher, and not as a restriction upon her own ingenuity.

957. **Michigan, Department of public instruction.** Safety education in the schools of Michigan. A bulletin relative to safety on the highways. Lansing, Michigan department of public instruction, 1928. 26 p.

Contains the Escanaba plan for teaching safety and traffic regulations.

PRESCHOOL, KINDERGARTEN, AND PRIMARY EDUCATION

958. **Alpert, Augusta.** The solving of problem situations by preschool children - an analysis. Doctor's thesis, 1928. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1928. 69 p. (Contributions to education, no. 323.)

The data for this problem are furnished by a record kept by the experimenter of the activity of the 44 preschool children who acted as subjects, ranging in age from 19 months to 49 months, and attending the nursery school of the Institute of child welfare research at Teachers college, Columbia university. Findings: A child's solving activity was found to be determined more definitely by the nature of the problem situation than by any one other factor. Exploration and elimination were not only found to be most frequent response but also yielded the greatest number of solutions. Transfer and retention seem to be indices not only of the presence of insight but also of the degree to which it is present. The arousal of insight and its consummation in a practical solution are favored by emotional, temperamental, and mental factors.

959. **Ashburn, Emma G.** The effect of school participation on the personality of the child 4 to 6 years as measured by his health, habits, social adjustments, and mental activities. Master's thesis, 1928. University of California, Berkeley.

The problem was to analyze and as far as possible measure the influence of the school on the life of the child, or to show specific results of kindergarten education on personality tendencies. The problem was limited to the study of a kindergarten group of 30 children.

960. **Avery, Hazel, Grant, Lottie, and Hayes, Margaret.** Comparison of two second grades. (1) Formal; (2) free activity. New Bern, N. C., Craven county public schools, 1928.

The purpose of the study was to show the benefits of free activity.

961. **Bain, Winifred Elma.** An analytical study of teaching in nursery school, kindergarten, and first grade. Doctor's thesis, 1928. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1928. 130 p. (Contributions to education, no. 332.)

This investigation included first, the construction of a scaled analysis of specific, observable teaching acts typical of procedures in the nursery school, kindergarten, and first grade; and second, the experimental use of the scale by many raters in diverse school situations. Findings: (1) The nursery school procedures show decided strength in the care for physical health and development of children; in this respect the kindergarten and first grade are less vigilant; (2) the lowest scores on nursery school teaching are on items related to creative expression; (3) the average scores of practically all items of the scale are higher for nursery school teachers than for kindergarten teachers; and (4) in general, the kindergarten teachers average somewhat higher than the first-grade teachers except on the item social skills which relate to reading, writing, and number.

962. **Davis, Mary Dabney.** Growth of kindergarten education in public school systems of cities having more than 2,500 population, 1924-1926. Washington, D. C., 1928. 4 p. ms. (U. S. Bureau of education. City school circular, no. 3, March 1928).

963. ———. Nursery-kindergarten-primary education in 1924-1926. Washington, United States Government printing office, 1927. 46 p. (U. S. Bureau of education. Bulletin, 1927, no. 28).

965. **Day, Leah A.** Education of the 5-year-old child. Master's thesis, 1928. Cornell university, Ithaca, N. Y.

Covers materials and methods based on experiment and practice in Cortland state normal school, Cortland, N. Y. Findings: Kindergarten materials and methods in need of careful reorganization, now in state of flux.

966. **Dickey, Levi H.** The relation of a kindergarten experience to success in the primary grades. Master's thesis, 1928. University of Southern California, Los Angeles.

Findings: Kindergarten pupils are accredited with decidedly fewer failures. Social rank estimates of teachers rank kindergarten pupils ahead of no-kindergarten children. Boys receive less from kindergarten that contributes to success in the primary school than girls do.

967. **Farwell, Louise.** Reactions of kindergarten, first, and second grade children to constructive play materials. Doctor's thesis, 1928. Yale university, New Haven, Conn. 387 p. ms.

A study of grade, age, and sex differences in choice of materials and of outstanding interests as indicated by the products made. Findings: Grade and age differences are small and gradual. Many materials are chosen equally often by the sexes. There was an outstanding interest in making receptacles, buildings, natural objects, and vehicles.

968. **Gamble, Leo May.** Factors conditioning success in the beginning first grade. Master's thesis, 1928. University of Southern California, Los Angeles.

969. **Haines, Edna.** Courses of study for kindergarten, first and second grades of Oberlin kindergarten-primary training school and Oberlin public schools. Oberlin, Ohio, Oberlin kindergarten-primary training school, 1927. 72 p.

970. **Harter, Genevieve.** An experimental study of the reasoning processes of preschool children. Master's thesis (1928). Iowa child welfare research station, State university of Iowa, Iowa City.

The purpose of this investigation was to obtain experimental evidence of the reasoning processes of preschool children. Three nonverbal performance tests were devised; they were given under controlled laboratory conditions on different days to 54 preschool children from 2 to 6 years of age. Twenty-five adults were also given two of the tests. The conclusion is that preschool children characteristically resort to the trial and error method in solving reasoning problems.

971. **Haynes, Mary Burns.** First-grade requirements for Virginia met through an informal program. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

Findings: Many eminent educators, etc., are favoring a less formal type of school than has prevailed in the past; an informal program of instruction fully meets the requirements of the Virginia state course of study in language, writing, and arithmetic; in reading the requirements were fully met by 85.2 per cent of the children tested; 37 per cent went far beyond the requirements. In the formal program much worthwhile factual knowledge was gained, desirable attitudes and appreciations were established, and many opportunities for character development were afforded.

972. **Hemingway, Roberta.** Pamphlets on early childhood education. Washington, D. C., 1928. 6 p. ms. (U. S. Bureau of education, City school circular, no. 6, May 1928.)

973. **Holston, Eleanor.** A study of the selective behavior of a small group of preschool children. 1928. Cornell university, Ithaca, N. Y.

974. **Hubbard, Ruth M.** A study of spontaneous social groups among preschool children. New York, Institute of child welfare research. [1928]

The time spent by each of a group of 18 children in social groups was recorded over a period of time. Index of social participation was computed, showing ratio of time in groups to possible time in groups for each child, etc. Interesting individual differences evolved.

975. **International kindergarten union.** A study of the vocabulary of children before entering the first grade. International kindergarten union, Baltimore, Md., Williams and Wilkins, 1928. 36 p.

977. **MacLatchy, Josephine.** Attendance at kindergarten and progress in the primary grades. Columbus, Ohio state university, 1928. 144 p. (Ohio state university. Bureau of educational research. Monographs, no. 8)

978. **Meyer, George.** The adaptation of the preschool child to hitherto unknown animal. Master's thesis, 1928. University of California, Berkeley.

The primary problem of the study was to discover what responses the preschool child makes to a guinea pig and to what extent the child adapts himself to this animal. Findings: In general the responses of the same child vary from one period to another as much as the response of one child differs from that of another child. In other words, the child is constantly making a new adaptation.

979. **Miller, Eleanor Olmstead.** A study of the preschool child's picture and story books. Doctor's thesis, 1928. University of Wisconsin, Madison. 88 p. illus.

Findings. For little children "the story's the thing," more so than other factors concerning the book. Score card and multiple regression equations obtained can be used effectively in rating new books.

980. **Parrott, Hattie S.** A curriculum for the preschool child. Suggestions for mothers and information for primary teachers. Raleigh, N. C., State Department of public instruction [1928].

A bulletin of information concerning the physical, mental, and social equipment of the preschool child and different age limits. The purpose of the bulletin is to promote child study and to provide for improved child development.

981. **Raleigh, N. C. Public schools.** Teaching in first grade. 1928. Teaching in grades two and three. 1928.

The development of an activity program, showing units around which courses may be organized.

982. **Reynolds, Martha May.** An observational and experimental study of the negativism of the preschool child. Doctor's thesis, 1928. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1928. 126 p. (Contributions to education, no. 288.)

Two-hundred and twenty-nine children were observed in individual examinations. Findings: The peak of negativism is at or below 2 years of age. Teachers rate the children as less negativistic than the parents. No sex difference in negativistic tendencies is evident. The educational backgrounds of the children do not show any decided effect on the negativistic scores. As mental age increases, the negativistic score tends to decrease.

983. **Rice, Lela Wade.** An enriched curriculum in first grade of a country school. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

The data for this study were obtained from observation, experience, and records that were kept in a specific situation for a period of three and one-half years. After discussing the existing conditions, the writer shows how an effort was made to break away from formal teaching and discipline and traces the gradual development of a program which gave the children some freedom.

984. **Wells, Rosa Lee.** Safeguarding the preschool children of Missouri. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

Findings: This study shows that the Child hygiene division of the State board of health and the cooperating agencies have done very efficacious work in protecting and preserving the health of children below school age. Parents, through a number of agencies in the state, are organizing themselves into study groups to better fit themselves for more intelligent parenthood in order to safeguard the lives of their children.

Through the development of nursery schools and kindergarten education the safeguarding influences of such education have been promoted. Institutions of higher learning are offering in their curricula to contribute to the safeguarding of the preschool child.

See also Items 84, 205, 207, 214, 245, 254, 256, 273, 289, 333-334, 373, 382, 406, 428, 433, 435, 465, 650, 677, 1593, 1854, 2007, 2290.

ELEMENTARY EDUCATION

985. **Armentrout, W. D.** A comparison of the time allotments of subjects in elementary training schools and elementary public schools. 1927. Colorado

986. **Bates, Elizabeth.** A study of the development of elementary education in Los Angeles City. Master's thesis, 1928. University of Southern California, Los Angeles.

987. **Dequick, Eulah Witt.** Aids for elementary teachers. Blue Mountain, Miss., Blue Mountain college [1928].

988. **Eversull, Frank Lissenden.** A study of certain diagnostic and remedial procedures in the administration of an elementary school. Master's thesis, 1927. University of Chicago, Chicago, Ill.

989. **Flinton, M. A.** Subject bibliography of Peabody theses in elementary education. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

990. **Greene, Charles E.** Appraisal and curriculum testing program in elementary schools. Denver, Colo., Department of research, Public schools, 1928. 16 p. ms.

Appraisal of Denver courses of study, using Stanford achievement, and other standard tests as well as Denver tests. Subjects tested were arithmetic, language, reading, history and literature, spelling, nature study, and science. Findings: Denver 6A pupils had an average mental age nine months above normal; Denver rated above normal in reading, arithmetic, nature study, and language, but below normal in history, literature, and spelling.

991. ———. Continuity study of June 1928, 6A pupils. Denver, Colo., Department of research, Public schools, 1928. 19 p. ms.

Findings: The outstanding condition as for educational age is the wide spread of ability found in the city and within individual schools. For the city, ability ranges from that of a nine year old to that of a 19 year old—a range of ten years; or in grade ability from that of a low fourth grade to college.

992. **Kramer, Grace A.** Do children forget during vacation. Baltimore, Md., Bureau of research, Department of education, 1927. (Baltimore bulletin of education, 6: 56-60, December 1927)

One-hundred and fifty children in grade 5B for whom the scores in different forms of the same test given in February, June, and September, 1927, were available, were studied to discover evidences of a serious amount of forgetting. These children did not, as a group, manifest an amount of forgetting to be seriously reckoned with. In September they gave rather good accounting of the strength they showed in June.

993. **Lohr, B. E.** Status of seventh grade in Dunn. Dunn, N. C., Public schools, 1928.

The purpose of this study was to discover the weak and strong points in the seventh grade program. Results: Students were found to be weak in science, and good in literature, history, and spelling. Great range of scores made per subject.

994. **Louisiana. State department of education, Baton Rouge.** Handbook for teachers and courses of study for the elementary schools of Louisiana. Baton Rouge, La., State department of education, 1928. 108 p. (Bulletin, no. 127, June 1928)

995. **McGovney, Margarita.** Special deficiencies in school subjects among elementary school children with high intelligence quotients. Master's thesis, 1928. State university of Iowa, Iowa City. 149 p. ms.

996. **Meek, Lois Hayden.** Guidance materials for study groups, No. II: Schools and children. Washington, D. C., American association of university women, 1927. 80 p.

A syllabus and selected bibliography for the guidance of adult groups studying elementary education.

997. **Peterson, H. A., chairman.** Stenographic reports of 18 lessons in the elementary school. 1928. Central division, Illinois state teachers association, Normal. Bloomington, Ill., Public school publishing company, 1928. 96 p.

The purpose of the study was to secure complete stenographic reports of superior lessons representing

998. **Baleigh, N. C. Public schools.** Curriculum bulletin no. 2. Aims of educational progress in Raleigh elementary schools. Raleigh, N. C., Public schools [1928]

This study shows some ways in which professional spirit and training of teachers may be improved.

999. ——— Suggested list of activities, Grades 1 to 6. Raleigh N. C., Public schools [1928]

The purpose of this study was to compile bibliographies on activities and criteria for judging activity results. Increased interest in teaching by large units or activities.

1000. ——— Teaching in grades 4, 5, and 6. Raleigh, N. C. Public schools [1928]

This study shows plan of organization and units around which courses may be organized.

1001. **Saelinger, Sister Mary Irmia.** The effects of summer vacation upon the retention of the elementary school subjects. Doctor's thesis, 1928. Catholic university of America, Washington, D. C. 99 p.

Findings: Possibly the only effect summer vacation has upon the educational achievement of children may be explained by the emotional disturbances that result from the restraint which they must necessarily experience upon their return to school after a period of freedom. The process of adjustment to the new situation naturally has some effect upon pupils and teachers, and it is quite probable that a child's abilities specific subjects are affected only in so far as he finds it difficult to adjust himself immediately to his surroundings.

1002. **Schad, Emma A.** A supervisory investigation to determine through first-hand contacts the frequency and relative importance of the manifold activities involved in teaching in Baltimore elementary schools. Master's thesis, 1928. Johns Hopkins university, Baltimore, Md.

1003. **Sims, James W.** The achievement of eighth grade pupils in four types of schools in Indiana. Master's thesis, 1928. Indiana university, Bloomington 81 p. ms.

1004. **Talley, Harley.** A study of the elementary public schools of Bartholomew county, Indiana. Master's thesis, 1928. Indiana university, Bloomington 250 p. ms.

1005. **Turetsky, Bertha.** Effect of the summer vacation on the retention of school subjects by dull, normal, and bright children of the fourth grade. Master's thesis, 1928. College of the city of New York, New York, N. Y. 36 p. ms.

Differences between pre- and post-vacation scores on the Stanford achievement tests, the Woody-McC arithmetic and the Morrison-McCall spelling tests.

1006. **Walsh, Rev. Thomas Stephen.** Present status of elementary education in the Philippine Islands. Master's thesis, 1928. Catholic university of America, Washington, D. C. 68 p. ms.

A study of the development, organization, and problems of the public schools and the Catholic schools in the Philippine Islands.

See also under Rural schools, School administration, School management, Special subjects of curriculum, and Items 115, 117, 122, 126, 270, 305, 325, 333, 369-370, 390, 1160, 1171, 1269, 1271, 1346, 1720, 1724, 1726, 1796, 1835, 1971, 1982, 2008, 2045, 2047, 2073, 2077, 2152, 2238, 2244, 2283, 2368, 2382, 2384.

SECONDARY EDUCATION

GENERAL

1007. **Allen, Charles Forrest.** A study of pupil preferences and pupil difficulties in the junior and senior high schools of Little Rock, Ark., 1927-28

1009. **Baker, Harry Leigh.** A study of high-school and college graduates with respect to scholarship and leadership. Master's thesis, 1928. University of Chicago, Chicago, Ill. 80 p. ms.

A study of 108 graduates of the four-year courses of the Manhattan, Kans., high school and of the Kansas state agricultural college.

1010. **Barrett, Lois B.** Teaching load in the Akron high schools as compared with that in other cities of similar size. Master's thesis, 1928. University of Akron, Akron, Ohio. 58 p.

Findings: (1) The average sized class in the Akron high schools is just slightly larger than elsewhere. (2) more teachers in Akron carry six or more classes than in other cities investigated; (3) Akron teachers have many more daily student hours than is customary in cities of the size of Akron.

1011. **Beatley, Bancroft.** The battle of the specialist in secondary education. School review, 36: 496-503, September 1928.

An analysis of the functions of the principal and the specialist in the supervision of instruction. From the evidence at hand the author concludes that "the responsibility for determining what shall be taught and how it shall be taught is to be transferred from the high-school principals to newly appointed specialists."

1012. **Bishop, Herman Davis.** The standards by which the legally authorized accrediting agencies accredit and classify secondary schools in the United States. Master's thesis, 1928. Ohio state university, Columbus. 105 p. ms.

A study of the minimum standards for accreditation of secondary schools in the 48 states of the Union. Findings: A very decided lack of uniformity and much indefiniteness of standards.

1013. **Brewer, Alba Lee.** Equipment of high-school graduates predictive of success as college freshmen. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

This study deals with the predictive value of certain factors of equipment of high-school graduates in determining their success as college freshmen. The factors considered are mental rating found by intelligence tests, and academic preparation as represented by high-school records and by the results of educational tests. Comparisons are made between these ratings and freshmen marks. The conclusion is that no satisfactory solution of the problem of selection and prediction may yet be claimed.

1014. **Brister, Robert Hanks.** A study of reasons why pupils persist in high school. Master's thesis [1928] University of Texas, Austin. 82 p. ms.

1015. **Burns, Andrew Louis.** Senior high school curricula in Southern states. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

A study of the programs of studies furnished by the principals of 63 high schools of the Southern association of colleges and secondary schools selected at random from 11 Southern states, and the state courses of study for high schools put out by the 11 state departments of education.

1016. **Chabon, Irving.** A comparative study of scholastic results—ninth year to high-school graduation. Master's thesis, 1927. College of the city of New York, New York, N. Y. 31 p. ms.

Comparison in high-school achievement of elementary and junior high school graduates who attended a New York city high school. Findings: (1) No significant difference in mean or variability of Regents grades for the two groups; (2) 54 per cent of elementary group graduated, where 68 per cent of junior high school group graduated; (3) of those who graduated, acceleration was greater and retardation less by about 7 per cent of the total number of cases for the elementary school group as compared with the junior high school group.

1017. **Ching, J. F.** Senior high school size of class and teacher load. Oakland, Calif., Bureau of curriculum development, research and guidance, Public schools, 1928. 24 p. ms.

1018. **Clerk, Frederick E.** Personnel work with high-school students. Doctor's thesis, 1928. Northwestern university, Evanston, Ill.

1019. **Dee, Harold M.** A comparison of the public and private secondary school population: Master's thesis, 1928. University of Southern California, Los Angeles.

1020. **Deppa, Ervin Lesarl.** Identification of points which should be considered by secondary school students in their study of certain permanent problems of society. Master's thesis, 1928. University of Pittsburgh, Pittsburgh, Pa.

1021. **Douglass, Robert H.** The duties of department heads, acting heads, and chairmen in senior high schools in California. Master's thesis, 1928. University of Southern California, Los Angeles.

The findings are based upon a survey of California senior high schools and represent practices in 74 different departments in schools ranging in enrollment from 600 to 3,400.

1022. **Dumas, Vera Madge.** Routine activities in relation to the success of high-school students. Master's thesis, 1927. University of Chicago, Chicago, Ill.

1023. **Dunkelberger, George F.** The public high school of Pennsylvania. Doctor's thesis [1928] New York university, New York, N. Y.

The field of investigation is restricted to the origin, the growth, and development of the public high school of Pennsylvania. As a background a general survey was made of the educational conditions in those European countries from which the Pennsylvania settlers came. Then the history of certain private classical schools was taken up, followed by the extensive academy and seminary movement. With the establishment of the Central high school in Philadelphia in 1836, the history of the high-school movement in Pennsylvania is traced to the present day.

1024. **Dunster, Elizabeth.** Influence of academy system on present day New York state high schools: Master's thesis, 1928. Cornell university, Ithaca, N. Y.

Comparison of curricula and materials of instruction of the nineteenth century academy with present high schools in New York and United States. Findings: Academy influence is still potent in thinking and practice in New York state high school.

1025. **Evans, Evan E.** A comparison of the relations between activities and scholarship of high-school pupils in rural and urban communities. 1928. University of Chicago, Chicago, Ill. 93 p. ms.

A study of the pupils of Winfield high school, Winfield, Kans. A marked relationship was found to exist. Rural pupils did not participate as widely as urban pupils.

1026. **Fairchild, Charles Clement.** What relationship exists between the outside employment of boys during the school term and their educational progress. Master's thesis, 1927. University of Kansas, Lawrence.

1027. **Feeny, William F.** The program of studies in the private high schools for boys in California. Master's thesis, 1928. University of California, Berkeley.

The purpose of this study was to investigate the degree of agreement in the programs of studies in the private high schools for boys in California and to hazard a conjecture as to the probable causes of the conditions discovered. Conclusions: It is probable that the accredited private high schools of the state differ less among themselves as to program of studies and its administration than they do from the state supported high schools. It is evident that the private high schools are not concerning themselves with the large problems of individual development and progress, which is the very marked trend of the public high school to-day.

1028. **Feingold, Emanuel N.** The prediction of success in Townsend Harris Hall high school. Master's thesis, 1928. College of the city of New York, New York, N. Y. 20 p. ms.

Correlation of I. Q., mental age, eighth grade elementary school marks, and educational age on Stanford achievement test with achievement in the first term high school. Pearson product moment coefficients of each of the following with first-term high-school achievement were: I. Q.—0.33; M. A.—0.36; eighth-grade marks—0.06; and E. A.—0.60.

1029. **Fox, Fred Gates.** A handbook of standards in secondary education. Doctor's thesis, 1928. Marquette university, Milwaukee; Wis. 338 p. ms.

1030. **Garinger, Truman Alvard.** Disposition of out-of-school time of students of Manhattan high school. 1928. Kansas state agricultural college, Manhattan.

1031. **Good, Carter V.** A study of the general objectives, school-subject objectives, constants, and variables of the secondary school. 1928. Miami university, Oxford, Ohio.

1032. ——— The variables of the senior high school curriculum and the college-entrance problem. Miami university, Oxford, Ohio. School review, 35: 686-91, November 1927.

A study of 29 senior high schools.

1033. **Good, Carter V.** Titles of curriculums offered or suggested in secondary schools. Miami university, Oxford, Ohio. School review, 35: 503-509, September 1927.

1034. ——— and others. Curriculums found in American secondary schools. Miami university, Oxford, Ohio. In National education association. Department of superintendence. Sixth yearbook, 1928. p. 59-82.

A study of 167 school systems of 30,000 or more population.

1035. **Greene, Charles E.** Appraisal and curriculum testing program, June 1928. Senior high schools. Denver, Colo., Department of research, Public schools, 1928. 8 p. ms.

Findings: Denver was eight months above normal mentality, and had an achievement record equal to that of Iowa college freshmen.

1036. **Greer, Hugh Gambrell.** A comparative study of the accredited public high schools in Alabama. Master's thesis, 1927. University of Chicago, Chicago, Ill.

1037. **Greer, Wilson.** A discussion of a secondary-school program for Groton, Conn. Master's thesis, 1927-28. Yale university, New Haven, Conn.

A summary of Groton's secondary school enrollments and costs from 1913 to date. Conclusions: Groton should build a new high-school building at once. Cost would be less than present tuition and transportation plan.

1038. **Guthrie, Glenn J.** Administration of study time in the accredited high schools of Washington. Master's thesis, 1927. State college of Washington, Pullman. 39 p. ms.

Data of practice from 228 of the 267 accredited high schools of Washington as to whether "study" means "directing study," "supervised study," or recitation-study-hall procedure. Findings: 64 per cent of the schools use recitation-study-hall procedure, 23 per cent use supervised study, and 2.6 per cent use directing study, 9.8 per cent use miscellaneous methods. Larger schools are using newer methods.

1039. **Hemphill, Martin.** Comparison of state and southern accredited high schools. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

The schools accredited by the Southern association of colleges and secondary schools are compared with the schools accredited by the State high school accrediting commission, as to superintendents, teachers, instructional costs, holding power, and offerings in vocational subjects and graduates.

1040. **Hess, Lawrence W.** Geographical and occupational distribution of the graduates of the Avilla, Ind., high school. Master's thesis, 1928. Indiana university, Bloomington. 163 p. ms.

1041. **Hicks, S. A.** A study of relative achievements in the last year of elementary school and the first year of high school in the high schools of Vernon Parish, La. Master's thesis, 1927. George Peabody college for teachers, Nashville, Tenn.

Finds no significant difference in the amount of increase in the general school achievements of the two groups.

1042. **Hill, Stanley.** Summer high schools of the United States. Master's thesis, 1927-28. Washington university, St. Louis, Mo.

1043. **Hixson, J. T.** A study of the combination of subjects taught in the high schools of Missouri and their correlation with teacher's preparation in college. Master's thesis, 1927-28. Washington university, St. Louis, Mo.

1044. **Hodges, Mabel Clare.** A study of the personal expenditures of pupils in certain high schools of West Virginia. Master's thesis, 1928. University of Chicago, Chicago, Ill. 75 p. ms.

The study was made from the records kept by 530 high-school pupils for one week. The records covered all the expenditures made by the pupils and all direct expenditures made for them. Findings: Parental occupation determines to a high degree the population of the high school. The high-school pupil spends most of his money for nonessentials, and the amount spent is out of proportion to what the parent can spend for essentials.

1045. **Holdman, O. E.** A system of weighted credits for junior and senior high schools. Master's thesis, 1928. Stanford university, Stanford University, Calif. 84 p. ms.

Develops tables for distributing credits on basis of grade of work done.

1046. **Hoops, Nall Trafford.** A study in high-school prognosis. Master's thesis, 1928. University of Kentucky, Lexington. 51 p. ms.

1047. **Johnson, Earl A.** Needs for county reorganization of secondary schools. Master's thesis, 1928. Indiana university, Bloomington. 165 p. ms.

1048. **Keister, Baird V.** A comparison of resident and nonresident students in two Nebraska high schools. Master's thesis, 1928. University of Chicago, Chicago, Ill. 82 p. ms.

The study included 400 pupils in two schools. Findings: Resident pupils are superior to nonresident pupils in mental ability and previous training, but not distinctly so in high-school studies.

1049. **Kirby, David.** Subject combination in high-school teachers' program in West Virginia [1928] West Virginia university, Morgantown.

1050. **Lehr, Vergil C.** Outstanding characteristics of honor pupils of University high school. 1928. University of Chicago, Chicago, Ill.

1051. **McCready, Charles F. W.** An investigation of the study habits of the pupils of South Hills high school, Pittsburgh, Pa. Master's thesis, 1928. University of Pittsburgh, Pittsburgh, Pa.

1052. **McCully, Leona Hadley.** Permanence of interests of high-school pupils. Master's thesis, 1927-28. Stanford university, Stanford University, Calif.

1053. **McMillan, Mae.** An investigation into the cost to the parent of high-school education. Master's thesis, 1928. University of Southern California, Los Angeles.

1054. **Martin, James Taylor.** The holding power of high schools in Oklahoma. Master's thesis, 1928. University of Oklahoma, Norman. 61 p. ms.

A study of all the high schools in Oklahoma from 1918 to 1927, inclusive. Results were compared with other studies from other schools and the United States at large. Findings: Oklahoma is holding the boys better than the girls. Taking the two together, the holding power has increased 2.2 per cent. The survival for the four years was 52.8 per cent.

1055. **Maryland. State department of education.** Standards for Maryland county high schools. A manual of high-school administration, revised. Baltimore, State department of education, 1927. 216 p. (Maryland school bulletin, vol. IX, no. 1, November 1927)

1056. **Miller, John.** An educational survey of secondary schools, Lake County, Fla. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

The results of this survey show that the high schools of Lake County have an inadequate program of supervision; the outlying schools should be consolidated whenever economic and educational conditions warrant; many high-school buildings were found deficient according to information based on the Strayer-Engelhardt score card; the teachers ranked fairly well in comparison with teachers of other counties in Florida; the quality of the pupils in the Tavares High School was below standard in intelligence, achievement, etc.

1057. **Mills, Otto.** A survey of Picodome high school. Master's thesis, 1927. University of Kentucky, Lexington. 109 p. ms.

1058. **Nettels, C. H.** A study of six-year high schools in Los Angeles. Los Angeles, Calif., Department of psychology and educational research, City schools, 1928. 12 p. ms.

Discusses practices in Los Angeles high schools with recommendations.

1059. **Noble, M. C. S., jr.** A partial test of school efficiency. Raleigh, N. C., State department of public instruction [1928]

The increased holding power of the high schools is considered as an indication of increased efficiency of our public schools.

1060. **Olson, Viyan Frances.** Trends in content and organization of programs of studies in two Los Angeles high schools. Master's thesis, 1928. University of Southern California, Los Angeles.

1061. **Osterberg, Hildur Christina.** A study of the pupil load of high-school students with special reference to possible connection between overload and failure. Master's thesis, 1928. University of Southern California, Los Angeles.

1062. **Philadelphia, Pa. Public schools. Division of educational research and results.** Senior high schools: per cents of pupils rated satisfactory, October 1927, January 1928. 1928. 15 p. ms.

1063. ——— Senior high schools. Per cents of pupils rated satisfactory. Second report period. Philadelphia, Pa., May 29, 1928. 5 p. ms. (Bulletin, no. 86)

1064. **Private school teachers' association, Philadelphia, Pa. Committee on intelligence tests.** The classification of pupils in private schools. 1927. 24 p.

A report on the distribution of mental ages, chronological ages, educational ages, and intelligence quotients in schools affiliated with the Private school teachers' association of Philadelphia. The report shows great lack of uniformity in mental ability in the various school-years of different private schools.

1065. **Prunty, Merle Charles.** A study of the 1925 graduates of the high school of Tulsa, Okla. Master's thesis, 1927. University of Chicago, Chicago, Ill.

1066. **Radcliffe, Ralph.** The contribution of educational surveys to high-school personnel problems. Master's thesis, 1927. University of Pittsburgh, Pittsburgh, Pa.

1067. **Rea, Alfred Alonzo.** A study of student handbooks for high schools. Master's thesis, 1927. University of Chicago, Chicago, Ill.

1068. **Reals, Willis Howard.** A study of the summer high school, with a detailed analysis of achievement in two summer high schools. Doctor's thesis, 1928. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1928. (Contributions to education, no. 337.)

The purpose of the study was: (1) To trace the development of the summer high school, and to show its place in the movement for a longer school year; (2) to study the quality of work done in two summer high schools; (3) to study the ability which summer high school pupils have to do advanced work during the succeeding academic year; (4) to study the pupil personnel in a large summer high school; and (5) to study the needs for establishing summer schools.

1069. **Rising, Charles Seth.** Has the junior-senior high school in Vermont justified itself in matters of cost and achievement? Master's thesis, 1928. University of Vermont, Burlington. 71 p. ms.

A comparative study of the costs and achievements of the four year and the junior-senior high schools of Vermont. Findings: The per pupil cost is not greater in towns having the junior-senior high school system; the achievements of the two systems are practically the same.

1070. **Roemer, Joseph.** Secondary schools of the Southern association. Washington, United States Government printing office, 1928. 92 p. (U. S. Bureau of education. Bulletin, 1928, no. 16)

A detailed study of organization, teachers, supervisory officers, pupils, program of studies, curriculum tendencies, buildings and equipment, and policies of 844 secondary schools accredited by the Southern Association.

1071. **Rutledge, R. E.** Follow-up report of high-school graduates, class of June 1927. Oakland, Calif., Bureau of curriculum development, research and guidance, Public schools, 1928. 6 p. ms.

This is the first tabulation of data concerning the after-school history of high-school graduates. It is planned to follow each class for at least five years.

1072. **Simmen, Helen M.** A study of the graduates of the Fifth Avenue high school, Pittsburgh, Pa. Master's thesis, 1928. University of Pittsburgh, Pittsburgh, Pa.

1073. **Simon, Donald Lionel.** The six-year high school in Indiana. Master's thesis, 1928. University of Chicago, Chicago, Ill. xi, 138 p. ms.

Data on the community, pupil personnel, administrative and supervisory corps, teaching staff, curriculum, equipment, school organization, and school costs, were obtained from the 258 six-year high schools in Indiana.

1074. **Sprouse, Wesley Lloyd.** The administration of the first day school in Ohio. Master's thesis, 1928. Ohio state university, Columbus. 70 p. ms.

A study was made of present practice in 229 representative junior and senior high schools in Ohio. Findings: The majority of high schools in Ohio have one-half day or less the first day when it should be regular session. Less than 50 per cent of the high schools attempt class instruction the first day. Too much time is given to routine work the first day. Many schools do not even try the schedule of recitations the first day.

1075. **Swanton, Frank Arvid.** The organization and content of the curricula and programs of Kansas high schools. 1928. Kansas state agricultural college, Manhattan.

1076. **Tate, Hugh.** Predicting the success of high-school freshmen by means of tests and teachers' marks. Master's thesis, 1928. University of Chicago, Chicago, Ill. 65 p. ms.

The study included one junior high school and three township consolidated schools. Findings: The best predictor of freshmen success in high school is eighth grade teachers' marks and the second best is I. Q.

1077. **Thomasson, Cecil Wilford.** Certain factors in Kentucky public high schools from 1913 to 1927. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

The data for this study were secured from the office of the State high school inspector at Frankfort, Ky., and from the biennial reports of the superintendent of public instruction. The schools were grouped into three divisions, Class A accredited, Class B accredited and approved high schools. Findings: The Class A accredited schools ranked first in the number of teachers having four or more years of college preparation, in eliminating the teachers having less than two years college preparation, and in the per capita cost. The Class B accredited schools ranked first, in the number of pupils enrolled and graduating, the number of teachers having from two to four years of college preparation, the value of equipment and teaching apparatus, and the total amount spent for current expenses; while the approved schools ranked first only in the value of buildings and grounds.

1078. **Tompkins, Roy R.** The development of secondary education in Oklahoma. Master's thesis, 1928. University of Oklahoma, Norman. 97 p. ms.

An historical and statistical treatise of the development of secondary education in Oklahoma.

1079. **Tucker, Herman Arthur.** A comparative study of the achievement and persistence in Corydon high school, Corydon, Ind., of pupils from one room rural schools and pupils from a town graded school. Master's thesis, 1928. Indiana university, Bloomington. 87 p. ms.

1080. **United States. Bureau of education.** Statistics of private high schools and academies, 1925-26. Prepared in the Division of statistics, Frank M. Phillips, chief. Washington, United States Government printing office, 1927. 40 p. (Bulletin, 1927, no. 31)

Advance sheets from the Biennial survey of education in the United States, 1924-1926.

1081. ———— Statistics of public high schools, 1925-1926. Prepared in the Division of statistics, Frank M. Phillips, chief. Washington, United States Government printing office, 1927. 92 p. (Bulletin, 1927, no. 33)

Advance sheets from the Biennial survey of education in the United States, 1924-1926.

1082. **Virginia. State board of education.** Efficiency in relation to size of high schools. Richmond, 1928. 124 p. (Bulletin State board of education, vol. X, no. 3, March 1928)

Considering the differences in conditions under which schools are operated, including administration, costs, and educational opportunity in the elementary schools from which pupils come, it is difficult if not impossible, to say definitely just what size school can provide the maximum of opportunity for its pupils at

a minimum per capita cost. After an analysis of the data contained within the scope of this study in the light of these variables, one may be justified in concluding that schools with enrollment ranging somewhere from 150 to 250, which may be called the medium-sized school, can be made just as effective as the larger schools with approximately the same per pupil cost.

1083. **Virginia. State board of education. Division of research and surveys.** Fairfax county, Va., high school survey report. 1928. 26 p. ms.

1084. **Von Borgerode, Fred.** Trends in high-school enrollments in North Dakota. 1928. University of North Dakota, Grand Forks. 3 p. (University of North Dakota. School of education record, February 1928)

1085. **Waage, John.** The lesson assignment in high school. Master's thesis, 1928. Stanford university, Stanford University, Calif. 134 p. ms.

1086. **Wallace, J. T.** A study of pupil achievement in high school and college. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

This study was undertaken for the purpose of determining what type of college a graduate from the different types of high schools will best succeed in. Three types of high schools (consolidated, agricultural, and city), and three types of colleges (junior, teachers' colleges, and other colleges), were considered. Findings: The junior college is more nearly meeting the needs of the freshmen studied than any other type of college. While their scores are higher, the city school students are achieving less in college than students from the other types of high schools. City schools are more nearly meeting the requirements of the other standard colleges and are preparing their students better for entrance into these colleges than the other types of high schools.

1087. **Warren, Ohio. City schools.** The effects of tobacco on the attendance and scholarship of high-school pupils. 1928. 9 p. ms.

This study showed that in junior high schools nonsmokers were more regular in their attendance than smokers; in all the high schools the average smoker made about 50 per cent more tardy marks than the average nonsmoker; in both junior and senior high schools the smokers as a group received lower marks than the nonsmokers; in all high schools there were four times as many failures among smokers as there were among nonsmokers; etc.

1088. **Wassman, W. W.** The trend of enrollment in high-school subjects in North Dakota schools. Master's thesis, 1928. University of North Dakota, Grand Forks.

1089. **West Virginia. State department of education, Charleston.** Standards for the classification of junior and senior high schools, June 1928. Charleston, W. Va., 1928. 21 p.

1090. **Wiley, George M.** Report on secondary education in the state of New York. Albany, State education department, 1928. 33 p.

A general summary of conditions in secondary schools—changes in high-school population, persistency in school, professional training program, junior high schools, school costs, and pupil registration in different subjects. Conclusions: Up to the present time far too little attention has been given to major problems of curriculum construction.

1091. **Windes, Eustace E.** Bibliography of studies in secondary education. Washington, United States Government printing office, 1927. 30 p. (U. S. Bureau of education. Bulletin, 1927, no. 27)

1092. ——— Trends in the development of secondary education. Washington, United States Government printing office, 1927. 41 p. (U. S. Bureau of education. Bulletin, 1927, no. 26)

Advance sheets from the Biennial survey of education in the United States, 1924-1926.

1093. **Wood, Bay G.** An appraisal of methods for the schools of Columbus, Ohio. The promotion of scholarship contests in the secondary schools of the United States. Master's thesis, 1928. Ohio state university, Columbus. 89 p. ms.

1094. **Yates, George Anderson.** A study of secondary education in Hamblen county, Tenn. Master's thesis [1928] University of Tennessee, Knoxville.

See also under Educational and vocational guidance, Extracurricular activities, Physical training, Professional status of teachers, Religious and church education, Rural education, Special subjects of the curriculum, Teacher training, and Items 21, 94, 111-112, 114, 116, 118, 121, 134, 240, 255, 257, 258, 260, 263, 290, 295, 302, 307, 321, 326, 349, 391, 394, 1359, 1382, 1500, 1508, 1519, 1538, 1540, 1564, 1567, 1571, 1598, 1605, 1613, 1618, 1621, 1628, 1630, 1633, 1637, 1644-1645, 1682-1686, 1690, 1694, 1696, 1703, 1705, 1712-1718, 1729-1731, 1733, 1738, 1740, 1744, 1769, 1780, 1785, 1873, 1902, 1976, 1984, 1987, 1989, 2082, 2086, 2099, 2109, 2159, 2164, 2170-2171, 2173-2174, 2181, 2201, 2203, 2207, 2215, 2217, 2232, 2237, 2243, 2253, 2256-2259, 2266, 2288, 2352, 2365-2366, 2377, 2389, 2391-2393, 2397-2399, 2401.

JUNIOR HIGH SCHOOLS

1095. **Anderson, Homer S.** Administering a junior high school of 400 students. Master's thesis, 1928. University of Oklahoma, Norman. 115 p. ms.

A summary of the results obtained in attempting to organize and administer a small junior high school according to the standards and principles set up for junior high schools by the Department of superintendence of the National education association and by Dr. Thomas H. Briggs. A total of 47 conclusions are listed in the final chapter. These conclusions as a whole show that the principles and standards set up for junior high schools can in a large degree be reached in a year's time if the faculty is properly organized, if the students are properly classified, if the subject matter is adapted to the individual, if a diversity of extracurricular activities that are not made compulsory are offered to the students, if there is a remedial group for taking care of the backward students, and if there is an adequate system of pupil accounting.

1096. **Carpenter, Leewell Hunter.** A study of the effects of the junior high school organization of Wabash, Ind. Master's thesis, 1928. University of Chicago, Chicago, Ill.

A comparison of the junior high school organization with the previous 8-4 type. Shows that new organization has accomplished much more than the old, at slight increase in cost.

1097. **Chauncey, M. R.** The relation of home environment to scores of junior high school pupils on intelligence and achievement tests. 1928. Oklahoma agricultural and mechanical college, Stillwater.

Four factors are investigated: Achievement (Stanford), mental (Multimental), chronological age, and the home environment (Sims score card for socio-economic status). Partial and multiple correlations are presented for the factors for 113 eighth grade and 130 ninth grade students.

1098. **Ching, J. F.** Junior high school size of class and teacher load. Oakland, Calif., Bureau of curriculum development, research and guidance, Public schools, 1928. 15 p. ms.

1099. **Fabin, Anna G.** The junior high school. 1928. Fordham university, New York, N. Y. 27 p. ms.

1100. **Fritz, Ralph A.** An evaluation of two special purposes of junior high school: Economy of time and bridging the gap. Doctor's thesis, 1927. State university of Iowa, Iowa City. Iowa City, State university of Iowa, 1927. 80 p. (State university of Iowa. Studies in education, vol. IV, no. 5, November 15, 1927)

Schools were studied in six cities with population ranging from 40,000 to 200,000, five of them in Iowa and one in an adjoining state. Findings: According to the progress rates obtained from the data of the main portion of this study, the 6-3-3 type schools are more economical of the pupils' time in grades 7, 8, and 9 than the 8-4 type schools. The gap between grades 8A and 9B is much smaller in the 6-3-3 schools than in the 8-4 schools. A large gap is found in the 6-3-3 schools between grades 9A and 10B. It appears that the 6-3-3 type of organization does not actually bridge the gap, but that it does postpone it one year.

1101. **Green, Rhue E.** Distinguishing characteristics of junior high schools in Nebraska. Master's thesis, 1928. University of Nebraska, Lincoln. 158 p. ms.

Findings: The unique functions of the junior high school are being respected in their entirety by relatively few of the junior high schools of the state. This means that they are junior high schools in name only, with a few outstanding exceptions.

1102. **Greene, Charles E.** Appraisal and curriculum testing program, junior high school. Denver, Colo., Department of research, Public schools, 1928. 8 p. ms.

Appraisal of course of study in grade 9A. Findings: 9A Denver pupils were underage, seven months above normal mentality, and slightly above standard achievement.

1103. **Gump, O. P.** A study of the interior arrangement of junior high school buildings in Ohio. Master's thesis [1928]. Ohio state university, Columbus. 85 p.

The study included 74 junior high schools of Ohio. Conclusions: Housing inadequate for programs. Remodeled buildings mean restricted programs.

1104. **Harris, Jessie G.** The manner in which the Harriet Beecher Stowe junior high school is meeting junior high school objectives. Master's thesis, 1927-28. University of Cincinnati, Cincinnati, Ohio. 85 p. ms.

1105. **Hay, George A. F.** The junior high school. Master's thesis, 1927. Colorado state teachers college, Greeley.

1106. **Hoist, John Russell.** An analysis and evaluation of the work for the noncurricular boy in the Hollenbeck junior high school. Master's thesis, 1928. University of Southern California, Los Angeles.

1107. **Holloway, J. B.** The application of the junior high school idea to the school system of Kentucky. Master's thesis, 1928. University of Chicago, Chicago, Ill. 142 p. ms.

1108. **King, J. W.** An analysis of certain factors used as basis for selecting pupils entering the junior high school. Master's thesis, 1927-28. Washington university, St. Louis, Mo.

1109. **Landsittel, F. C.** The junior high school under the influence of college entrance requirements. North central association quarterly, 11: 156-65, September 1927.

1110. **Ludgate, Abbie Mabel.** An analysis of study-questions found in textbooks for the junior high school. Master's thesis, 1927. University of Chicago, Chicago, Ill.

1111. **Marksbury, Mary E.** The development and testing of a plan for improving attendance in a junior high school. Master's thesis, 1928. Ohio state university, Columbus. 89 p. ms.

Amount of absence from school was determined for a given semester. Remedial measures were applied for three succeeding semesters. Conclusions: By making chronic cases of absence subject of special study, much can be done to improve attendance.

1112. **Mary Aloysius, Sister.** Engendering specific skills in study on the junior high school level. Master's thesis, 1928. University of Notre Dame, Notre Dame, Ind.

1113. **Massachusetts.** State department of education, Boston. The junior high school. In its Annual report, 1927. Boston, Mass., 1928. p. 15-29. (Also in Bulletin, no. 5, 1928, p. 12-26)

The extent and present status of the junior high school movement in Massachusetts.

1114. **Matter, W. E.** Junior high school records and reports of junior high schools in Kansas and a few schools of large cities. Master's thesis [1928]. University of Kansas, Lawrence.

1115. **Monahan, Jane E.** Junior high school. 1928. Fordham university, New York, N. Y. 43 p. ms.

Conclusions: The junior high school is just in the formative stage, and it is too early yet to pass judgment upon its success.

1116. **Noll, Ella.** Leisure time of junior high school pupils. Lincoln, Nebr., Department of measurements and research, Public schools, 1928.

Data were collected in the spring of 1928 from 1,100 junior high school pupils. Findings: The average pupil devotes one hour to play on school days; in 24 per cent of the boys' questionnaires and 30 per cent

of the girls' questionnaires no play was reported. The study reports facts regarding chores of junior high school pupils, their work for pay, their reading, their home study, their amusements, their membership in organizations, and the time they devote to sleep.

1117. **Philadelphia, Pa. Public schools. Division of educational research and results.** Junior high schools. Per cents of pupils rated satisfactory. Second report period. Philadelphia, Pa., 1928. 8 p. ms. (Bulletin, no. 87)

1118. **Postel, Harold H.** Intracurricular activities in the junior high schools. Chicago schools journal, 10: 96-99, November 1927.

A study of the manner in which intracurricular activities are organized in the Herzl junior high school. Outlines a working plan for such activities, indicating their purpose and scope.

1119. **St. Louis, Mo. Public schools.** A study of junior high schools. St. Louis, Mo., Board of education, 1928. 40 p. (Research and survey series, no. 4, Public school messenger, vol. 25, no. 10, June 25, 1928)

The study includes: (1) Definition and functions; (2) psychological and sociological bases; (3) program of studies and activities; (4) organization and administration; (5) statistics of growth, size, cost, etc.

1120. **Senour, Alfred C.** The relation between the intelligence and the success of 206 pupils in the junior high school. Master's thesis, 1927. University of Chicago, Chicago, Ill.

1121. **Sorenson, Herbert.** Methods and factors for the control of junior high pupils. Doctor's thesis, 1928. University of Minnesota, Minneapolis. 238 p. ms.

An attempt to develop techniques for caring for maladjusted pupils, overcoming delinquency, and promoting correct character development. Sums up the present situation and suggests better measuring devices.

1122. **Sterrett, Karl Fife.** Trait analysis of an activity sponsor in the junior high school. Master's thesis, 1928. Pennsylvania state college, State College, Pa.

The study is the result of interviews with 23 superintendents and others. A compilation is made of items used by these persons in describing good and poor student advisers. Four hundred and nine traits of a good student adviser are listed, grouped under 40 headings.

1123. **Stingley, Clarence L.** Curriculum practices in 94 junior high schools. Master's thesis, 1928. Ohio state university, Columbus. 125 p. ms.

The study included 94 junior high schools in Ohio; 51 schools in 6-6 organizations, and 44 schools in 6-3-3 organizations. Particular references are made to constants, variables, and time allotments.

1124. **Thomas, Mary Emma.** The housing of a junior school program in Los Angeles. Master's thesis, 1928. University of Southern California, Los Angeles.

1125. **Walklet, Joseph K.** A statistical study of a group of ninth-grade pupils in view of determining the effect of time of entrance on general progress. 1927. Syracuse university, Syracuse, N. Y.

1126. **Washburne, John V.** Generalizations of junior high school children. 1927-28. Syracuse university, Syracuse, N. Y. (To be published)

1127. **Watson, William Ready.** Attitude of the colleges in three southern states toward accrediting the junior high school. Master's thesis, 1928. University of South Carolina, Columbia.

1128. **Wiley, George M., and Van Cott, Harrison H.** The junior high school of New York state. Albany, State education department, 1928. 283 p.

The outstanding practices in typical junior high schools in cities and larger villages of the State. Conclusions: The more recent educational philosophy has fortunately brought about a complete change in our approach to the problem of the adolescent.

1129. **Young, Wilbur Shelby.** Administrative practices and retention in Tennessee junior high schools. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

From data secured by personal visitation, observation, and by an inspection of the records of enrollments, withdrawals, age distributions, and nonpromotions in the offices of the principals and superintendents, it was found that the amount of increase in retention of the junior high school after their reorganization was significant, and that the power of retention in the junior high schools appeared to be due to factors involved in reorganization and to the present administrative practices.

See also Items 135, 262, 364, 426, 479, 489, 524, 543, 557, 575, 607, 616, 619, 631-635, 637, 639-640, 642, 773, 797, 851, 891, 905, 930, 943, 945, 951-952, 1007, 1045, 1069, 1089, 1179, 1184, 1346, 1572, 1608, 1613, 1684, 1784, 1810, 1864, 1872, 1885, 1999, 2093, 2108, 2111, 2126, 2132, 2203, 2222, 2371, 2381, 2385, 2389, 2397.

JUNIOR COLLEGES

1130. **Boyce, W. T.** Standards of equipment for junior college departments of chemistry, physics, and biological sciences. 1928. Fullerton junior college, Fullerton, Calif. 9 p. ms.

This study is based on 42 replies to a questionnaire.

1131. **Brothers, E. G.** Organization and administration of public junior colleges. 1928. Arkansas City junior college, Arkansas City, Kans. 10 p. ms.

Covers the existing types of organization and administration and also lists types of organization and administration which those in executive positions think would be most desirable.

1132. **Campbell, Doak S.** A blue book of the junior college, April 1928. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn., American association of junior colleges, 1928. 121 p. ms.

Comprehensive list of junior colleges in the United States, together with certain data.

1133. **Fitzsimons, Francis F.** The junior college. 1928. Fordham university, New York, N. Y. 30 p. ms.

1134. **Foster, I. Owen, and others.** Some phases of the junior college movement. 1927. Indiana university, Bloomington. Bloomington, Ind., Bureau of cooperative research, Indiana university, 1927. 125 p. (Indiana university. School of education. Bulletin, vol. IV, no. 1, September 1927)

Questionnaires were sent to all state universities, to the most important state colleges, to the state departments of public instruction, and to the various educational associations and church organizations that seemed likely to have junior college relationships. Gives the results of the investigation relative to the extent and trend of the junior college movement, junior college standards, legal status of the junior college, junior college costs and curricula.

1135. **Gattis, Walter Estelle.** Certain conditions which justify the establishment of public junior colleges. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

Develops 14 criteria under the following headings: (1) Need for college opportunities; (2) cost of a public junior college; (3) ability to support a public junior college; (4) willingness to support a public junior college.

1136. **Hopkins, David W.** Administrative practices of 87 junior colleges in 20 states. 1927-28. Junior college, St. Joseph, Mo. 30 p. ms.

The study included all the public junior colleges in the United States. Findings: (1) Median size of junior college was 108; (2) total enrollment for those studied was 16,273; (3) majority were organized within last five years; (4) all but nine are accredited by some recognized agency; (5) only 25 colleges had separate buildings from the public high school; (6) median salary paid administrators was \$3,700; (7) student-teacher ratio was 21 to 1; etc.

1137. **Judson, Ulrica W.** The curriculum of the junior college. Master's thesis, 1928. Cornell university, Ithaca, N. Y.

Comparison of curricular offerings in 113 junior colleges. In general, curricula and methods were found to correspond closely to curricula and methods in first two years of standard four-year colleges, but with added flexibility for those not pursuing further study.

1138. **Kelly, E. T.** Feasibility of establishment of a public junior college in North Platte, Nebr. Master's thesis, 1928. University of Nebraska, Lincoln. 101 p. ms.

Conclusions: Several of the standards theoretically applicable to the establishment and the administration of junior colleges are not supported in practice. This being the case with certain reservations, North Platte is justified in establishing a junior college.

1139. **Loftis, J. Wesley.** The junior college curriculum. Master's thesis, 1928. George Washington university, Washington, D. C.

1140. **McCobb, H. H.** Junior college movement. Master's thesis, 1928. University of Akron, Akron, Ohio. 88 p.

Findings: The junior college is on a sound basis, and if organized as a unit by itself, it has a bright future.

1141. **McFarland, John J.** The junior college. Master's thesis, 1927-28. Yale university, New Haven, Conn. 121 p. ms.

An analytical study of the junior college movement. Gives detailed statements as to current practices, costs, feasibility of establishment, relationship to existing educational institutions, etc.

1142. **Martin, Ruth Porter.** Predictive value of life-history sketches in the applications for admission to the junior colleges at the University of Chicago. Master's thesis, 1928. University of Chicago, Chicago, Ill.

1143. **Mitchell John Pearce, and Eells, Walter Crosby.** The university records of students from junior colleges. 1928. American association of collegiate registrars. Bulletin of the American association of collegiate registrars, new ser., vol. 3, no. 4, April 1928, p. 362-85.

During a 5-year period 510 students have entered Stanford university by transfer from junior colleges. An extensive study has been made of the records of 317 of this group who entered with full upper division or junior year standing. Findings: Their average age is 20.52 years, two years greater than that of Stanford freshmen; their ability as measured by the Thorndike intelligence test is slightly superior to that of students from 4-year colleges, and markedly superior to that of students who were admitted as freshmen; where normally 15 per cent of seniors receive honors for superior scholastic records, 24 per cent of the junior college entrants have achieved this distinction; of the latest class to graduate 30 per cent of the junior college group have been thus honored; etc.

1144. **Morris, John T.** Considerations in establishing a junior college. Doctor's thesis, 1928. Teachers college, Columbia university, New York, N. Y. 63 p. New York city, Teachers college, Columbia university, 1929. (Contributions to education, no. 343)

This study attempts to find the best location in Southwestern Pennsylvania for a branch of the University of Pittsburgh, offering the work of the freshman and sophomore years and of late afternoon and evening classes. Uniontown is favored.

1145. **Morton, H. P.** Methods of securing revenue for Southern denominational junior colleges. Master's thesis, 1927. George Peabody college for teachers, Nashville, Tenn.

A brief discussion of the reasons for the founding of these schools and case studies of representative institutions gives an insight into the functions, conditions, and problems of the schools. This study deals with the problems of raising funds for the schools. Sources of revenue, methods of securing revenue, and types of campaigns are discussed.

1146. **Patten, Alva Philip.** The reorganization of a small liberal arts into a junior college. Master's thesis, 1927-28. Stanford university, Stanford University, Calif.

1147. **Ricciardi, Nicholas.** The need for terminal courses in the junior college. 1928. California Department of education, Sacramento. Sacramento, California state printing office, 1928. 14 p. (Bulletin, no. C-6)

Contains suggestive criteria for developing terminal courses in the junior college.

1148. **Whitney, F. L.** Present trend of junior college laws. 1928. Colorado state teachers college, Greeley. School and society, 22: 789-91, June 30, 1928.

1149. ——— Significant data received to date in the junior college study, March 1928. Colorado state teachers college, Greeley. 53 p. ms.

See also Items, 1591, 2167, 2215.

TEACHER TRAINING

GENERAL

1150. **Ashbaugh, Ernest J.** Should school administrators know something about people prominent in education? Educational research bulletin (Ohio state university), 6: 201-93, October 12, 1927.

Tests were given to graduate students in education in order to find out the extent of the knowledge of these students concerning persons prominent in the educational world. In the first test given correct responses were given to 38 per cent of the items, and only 63 per cent of the total number were tried. In the second test, the tabulation shows that out of the total of 3,300 possible responses, only 615 were attempted and but 420 were correct.

1151. **Barnes, Richard Alan.** The cost of training the public school teachers in Kansas. Master's thesis, 1928. University of Chicago, Chicago, Ill. 53 p. ms.

The study covered four years, 1923 to 1927 inclusive. Conclusions: Cost of oversupply would furnish sufficient well-trained teachers; at least two years above high school for all teachers.

1152. **Branegan, Gladys Alee.** Home economics teacher training under the Smith-Hughes act, 1917-1927. Doctor's thesis, 1928. Teachers college, Columbia university, New York, N. Y.

A study of trends in the work of the 71 institutions approved under the National vocational education act. An historical, descriptive, and analytical treatment of the home economics teacher-training work conducted under the administration of the Smith-Hughes act during the first decade.

1153. **Bryant, G. O.** College preparation of teachers of mathematics in Kentucky high schools. 1928. Eastern Kentucky state normal school and teachers college, Richmond, Ky.

Limited to the teachers who are college graduates, touching 407 teachers and covering the subjects of mathematics, English, foreign languages, social science, physical science, biology, and agriculture.

1154. **Coale, Willis Branson.** The professional needs of teaching of English. Doctor's thesis, 1928. Teachers college, Columbia university, New York, N. Y.

The purpose of the study was to discover the essential professional needs of teachers of English, and in the light of the findings to outline an appropriate curricular program for the training of such teachers.

1155. **Crandall, Will Giles.** The training of teachers for agriculture evening class work. 1928. Federal board for vocational education, Washington, D. C. 69 p. (U. S. Federal board for vocational education. Bulletin, no. 129, Agricultural series, no. 34)

1156. **Davis, Earl.** The objectives of secondary teacher training as reflected in current books on method. Master's thesis, 1928. University of Pittsburgh, Pittsburgh, Pa.

1157. **Dawson, Mildred A.** A critical analysis of an introductory course in education. Master's thesis, 1928. University of Chicago, Chicago, Ill. 120 p. ms.

Analysis of stenographic reports of class discussions in one undergraduate course in education. Conclusions: The Charters' Commonwealth list of teacher-activities is an adequate standard and basis for analyzing the content of courses in education when the material concerns the duties and activities of teachers. Other bases and techniques are necessary to evaluate content concerning school administration and organization, history of education, and traits of teachers.

1158. **Dufford, J. C.** Some problems of training teachers of broadleaf tobacco production. Master's thesis, 1928. Cornell university, Ithaca, N. Y. 105 p. ms.

An analysis of the operations in broadleaf tobacco production, with 50 growers. Gives outline of technical courses in broadleaf tobacco production for teachers, and indicated observation and practice.

1159. **Fancher, Bessie M.** A critical analysis of a course in methods of teaching. Master's thesis, 1928. University of Chicago, Chicago, Ill. 81 p. ms.

An analysis of all teacher-activities found in the stenographic reports of all class exercises in a methods course. The technique developed is usable in analyzing a course where teacher-activities are stressed and the results may be used in curriculum construction.

1160. **Gibson, Maud.** A comparison of two types of training used in Missouri for preparing teachers for the elementary schools. Master's thesis, 1927. Northwestern university, Evanston, Ill.

1161. **Grogan, J. Leroy.** Aspects of secondary school teacher training. Master's thesis, 1927-28. University of Cincinnati, Cincinnati, Ohio. 135 p. ms.

1162. **Hall, Newell Pratt.** The training, the experience, and certain attitudes of teachers teaching seventh and eighth year subjects in the six-year high schools of Indiana. Master's thesis, 1928. Indiana university, Bloomington. 87 p. ms.

1163. **Hill, Gervis Gardner.** Elements in the home background and training of highly successful teachers which their parents have denoted as factors accounting for the success achieved. Master's thesis, 1928. University of Pittsburgh, Pittsburg, Pa.

1164. **Jacobs, Charles Louis.** The relation of the teacher's education to her effectiveness. 1928. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1928. 97 p. (Contributions to education, no. 277)

The author undertakes to determine what general subjects and which professional courses seem most effective in helping to produce the best teachers. Findings: From this study it appears that the subjects which are directly applicable to the work of the teachers in the first six grades have had a rather dominant influence in producing effective teachers in these grades.

1165. **Jones, J. W.** A brief study of the degree required of high-school teachers in Indiana high schools. 1928. Indiana state normal school, Terre Haute.

The study contains data compiled from requests sent to high schools for the following questions: What degree is required at the present time of your high-school teachers? Are you contemplating a change in the degree requirements of your high-school teachers? In the change to be made what degree will be required?

1166. ——— Elementary teacher-training students transferring to four-year college course. 1928. Indiana state normal school, Terre Haute.

This problem is a summarization of the data collected from permanent records of the beginning students from fall term of 1923 through the fall term of 1926, who later transferred to the four-year college course.

1167. ——— Report on professorial ranks. 1928. Indiana state normal school, Terre Haute.

This report is based on the study of the following sources of information: The requirements for teacher training; a study of the catalogues of teacher-training institutions; opinions from heads of departments; published studies from Yearbook of American association of teachers colleges; opinions expressed and a report from 163 schools of the North central association of colleges and secondary schools.

1168. **Lo, Chilin Chin.** Teacher training. 1927. Syracuse university, Syracuse, N. Y.

1169. **Lockwood, Stephen R.** Preparation of rural teachers. 1927. Syracuse-university, Syracuse, N. Y.

1170. **McConnell, T. Raymond.** A brief study of the introductory course in education in certain liberal arts colleges. Master's thesis, 1928. State university of Iowa, Iowa City. 97 p. ms.

1171. **Mason, Edward G., and Anspach, Charles L.** Observation manual of teaching problems. A course in directed observation of teaching problems applicable for use in training teachers. For the training of elementary and high-school teachers. Ann Arbor, Mich., Mimeographed by Edwards brothers, 1928. 107 p. ms.

1172. **Massachusetts. State department of education, Boston.** The training of teachers. In its Annual report, 1927. p. 3-15. (Also in Bulletin, no. 5, 1928, p. 1-12)

A review of teacher training in Massachusetts up to the present time.

1173. **Millbrook, Grace.** The specialized preparation of high-school teachers for the content of subjects they teach. Master's thesis, 1927. University of Minnesota, Minneapolis. 92 p. ms.

A study of teachers of high-school mathematics, science, and foreign languages, having graduated from five Minnesota universities or colleges. Conclusions: Not enough specialization in certain fields; teachers required to teach too many subjects.

1174. **Newcomb, Ralph Samuel.** A comparative study of courses for the training of teachers. Doctor's thesis, 1928. University of Chicago, Chicago, Ill.

1175. **Noble, M. C. S., jr.** The evolution of teacher-training institutions. Raleigh, N. C., State department of public instruction [1928]

Questionnaires were sent to the heads of normal schools and teachers colleges. Information was compiled showing the factors determining the evolution of teacher-training institutions. The data secured from normal schools and teachers were kept separate.

1176. ——— Specific preparation for high-school teachers in North Carolina, as revealed by transcripts presented in application for high-school class A certificates, 1925-1927. Raleigh, N. C., State department of public instruction [1928] ms.

A detailed study of the professional and academic credits presented in application for high-school class A certificates. The transcripts studied were presented by teachers who received all their training at in-state institutions of higher learning. The study shows the need of more specific training, both academic and professional. The teaching load of high-school teachers is analyzed. Appendix contains individual case studies of specific preparation possessed by high-school English, history, and French teachers.

1177. **Orr, M. L.** The work of the white teacher-training institutions of Alabama. Master's thesis, 1927. George Peabody college for teachers, Nashville, Tenn.

The history and present status of teacher training and certification in Alabama are studied and the needs found serve as the basis for recommendations. The present conditions are compared with standards from expert opinion, practice, state laws, and regulations of accrediting associations.

1178. **Peik, W. E.** An analysis and evaluation of prescribed courses in education for the university certificate in a secondary school subject. Doctor's thesis, 1928. University of Minnesota, Minneapolis. 1,500 p. ms.

An analysis of courses into 814 topics, the determination of the extent of treatment of each, the evaluation of topic treatments by alumni teachers, the final selection of content most worth while. Findings: (1) Training program is most adequate in academic subject matter, less adequate in educational theory, and least adequate in technique of teaching; (2) teachers must be trained in more than one field of specialization, since a large portion of their load is in nonmajor subjects; (3) practice teaching, special methods, and educational psychology are most outstanding in training value; these with general methods and the high school are set up as a basic professional curriculum in education to be supplemented by electives, etc.

1179. **Perry, Victor Winfred.** Training of the junior high school teachers of the state of Ohio. Master's thesis, 1928. Ohio state university, Columbus. 50 p. ms.

This study includes a brief historical background, the training in a few states and cities compared with Ohio, and then the training of teachers in 19 Ohio cities studied in detail.

1180. **Pettit, Maurice Lorne.** A comparative study of recent textbooks used in introductory study of education. Master's thesis, 1927. University of Notre Dame, Notre Dame, Ind.

1181. **Reed, Clinton A.** Number of years and kind of training for commercial teachers. 1928. New York state education department, Albany. 12 p. ms. Eastern commercial teachers association, 1928. 6 p.

A survey of license requirements in all states, with suggestions as to a course of study. Findings: College degree (four years) and commercial major required.

1182. **Ridgely, Thelma W.** Status, training, and load of grade critic teachers. Master's thesis, 1928. University of Colorado, Boulder. 58 p. ms.

A study of teacher-training institutions of the Rocky Mountain region, including Nevada, Wyoming, Utah, Montana, Idaho, New Mexico, Colorado, and Arizona. Findings: Directors of practice are not satisfied with conditions of training critics. Many critics, dissatisfied, are leaving the field. The status of critics is low to start with, the opportunity for advancement uncertain or limited, and the amount of advancement rarely on a par with that of other college instructors. Critics in this area are as heavily overloaded as their colleagues elsewhere, are slightly better trained, about equal in experience, and equally limited in academic status, salary and general professional rank or advancement.

1183. **Robinson, Wm. McKinley.** Preparation of teachers. Washington, United States Government printing office, 1928. 34 p. (U. S. Bureau of education. Bulletin, 1927, no. 36)

Advance sheets from the Biennial survey of education, 1924-1926.

1184. **Schaaf, William L.** A teachers course in junior high school mathematics. Doctor's thesis, 1928. Teachers college, Columbia university, New York, N. Y. New York city, Bureau of publications, Teachers college, Columbia university, 1928. 156 p. (Contributions to education, no. 313)

The purpose of this study was to develop a general technique for the scientific construction of professional content courses for the training of teachers, and to exemplify this technique by applying it to the field of junior high school mathematics.

1185. **Schmitz, Sylvester.** The adjustment of teacher training to modern educational needs. Doctor's thesis, 1927. Catholic university of America, Washington, D. C. 286 p.

A comparative study of the professional preparation of teachers in the public and Catholic elementary and secondary schools in the United States, with a proposed plan for the training of teachers for American Catholic schools.

1186. **Sharitz, Horace B.** Preparation of high-school teachers and their students' college records. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

Data for this study were collected from the state of Virginia covering a period of five years. Eight hundred and sixty-one students and 258 teachers were included in the investigation which was undertaken to determine whether or not the amount of training and preparation of the physics teacher in the high school has any direct bearing upon the grade of work done by his or her students when they enter college. The results indicated that the training of the teacher has very little effect upon the work done by those students who rank above the average in all their college work; but for students whose rating was average or below, the amount of training of the teacher seemed to have a bearing upon the grade of work done.

1187. **Snyder, Agnes.** The value of certain measurements in the training of teachers. Doctor's thesis, 1928. Johns Hopkins university, Baltimore, Md. Baltimore, The Johns Hopkins press, 1928. 146 p. (Johns Hopkins university. Studies in education, no. 9)

This study is an attempt to measure the general value of courses in tests and measurements in so far as such instruction enters into the direct preservice training of teachers during the student teaching period. Findings: The number of instances in which the gains of the experimental group exceed those of the control group is indicative of some value in training student teachers to use the results of general and diagnostic tests in their instruction of children.

1188. **Soundle, H. P.** Preparation and professional training of negro high school teachers in West Virginia. Master's thesis, 1928. University of Cincinnati, Cincinnati, Ohio.

1189. **Strickler, Fred.** The training and experience of 480 industrial arts teachers. Doctor's thesis, 1928. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1927. 115 p.

Four hundred and eighty teachers, supervisors, and college teachers of the industrial arts, in 37 states, gave personal information regarding their own training and experience, and their reactions to a detailed topical analysis of subject matter. Findings: The training of industrial arts teachers is constantly improving, but for the majority it is still much below that of the best trained teachers. The average salary for teachers of industrial arts is \$2,169, college teachers, \$3,179, and supervisors, \$3,293.

1190. **Taylor, J. Carey.** The training of teachers for public education. 1928. Johns Hopkins university, Baltimore, Md.

1191. **Tonne, Herbert A.** Commercial teacher-training curricula. Doctor's thesis, 1928. New York university, New York, N. Y.

A comparative study of universities, teachers colleges, normal schools, and private business colleges to ascertain the commercial teacher curricula they offer. The comparison is to be made in terms of the years in which courses are given, credit given for various types of courses in the different kinds of schools, specialized and technical work required, etc.

1192. **Tsiang, Leo.** Teacher training in the secondary schools of the state of New York. Master's thesis, 1928. University of Chicago, Chicago, Ill.

An historical study covering the years from 1827 to the present time. Conclusions: While teacher training in the secondary schools has rendered good service to the rural schools, it seems to have many limitations which make it difficult of further application.

1193. **Tyler, Ralph Winfred.** Statistical methods for utilizing personal judgments to evaluate activities for teacher-training curricula. Doctor's thesis, 1927. University of Chicago, Chicago, Ill.

1194. **United States. Bureau of education.** Professional preparation of teachers for rural schools * * * Prepared in the Rural education division, Katherine M. Cook, chief. Washington, United States Government printing office, 1928. 71 p. (Bulletin, 1928, no. 6)

1195. **Waidelich, Arthur G.** Determination of the importance of character and personality qualifications in training programs preparing for specialized fields. Master's thesis, 1928. University of Southern California, Los Angeles.

1196. **Warner, William Everett.** A policy and program of preparing industrial arts teachers with special reference to Ohio. Doctor's thesis, 1928. Teachers college, Columbia university, New York, N. Y. Published under title "Policies in industrial arts education," by Ohio state university press, Columbus, Ohio, 1928. (Ohio state university studies. Contributions to industrial arts education, no. 1)

This study is limited to the problems of preparing teachers for junior high school industrial art work. The findings suggest certain program essentials: Technical, professional, and academic courses. Techniques are suggested for making the study applicable to the existing problems of industrial arts education.

1197. **Warren, F. G.** The comparative achievement of training school and public-school pupils. Master's thesis, 1928. University of Chicago, Chicago, Ill. 88 p. ms.

Findings: There is no appreciable difference in the efficiency of the two types of schools.

1198. **Washington, Alethea Hebron.** A reconstruction in teacher training that accords with modern educational ideals. Doctor's thesis, 1928. Ohio state university, Columbus.

A comprehensive examination of teacher-training theory and practice from its earliest beginnings up to the present time, to discover whether present teacher training is so functioning on its own level as to prepare teachers for service in modern schools. Conclusions: (1) Present day teacher training is to a large extent traditional and conservative; (2) it operates, with few exceptions, on a passive basis; (3) it produces a teacher ill-equipped to function in present-day schools, and therefore defeats its own purpose; (4) teacher training needs reorganization or reconstruction based upon a new philosophical and psychological viewpoint.

See also Items 7, 13, 643, 770, 1008, 1043, 1347, 1640, 2051, 2372.

NORMAL SCHOOLS

1199. **Birkelo, Carl P.** A study of some factors involved in the selection of normal school and teachers' college instructors. Master's thesis, 1928. University of Minnesota, Minneapolis. 120 p. ms.

1200. **Bogardus, Frank S.** A continuous survey of the Indiana state normal school. Master's thesis, 1928. Indiana university, Bloomington. 152 p. ms.

1201. **Byrne, Audrey.** Normal school entrance requirements. Master's thesis, 1928. College of the city of New York, New York, N. Y. 72 p. ms.

A comparison of the trend of normal school and college entrance requirements since 1913.

1202. **Crabtree, Eunice K.** Problems of the normal schools as revealed by the surveys. 1928. Johns Hopkins university, Baltimore, Md.

1203. **Dearborn, Ned H.** Faculty organization in New York state normal schools. Albany, N. Y., State education department [1928] Charts only.

Duties and functions of each faculty member in each school. Findings: Little relation to budget classification; no organized uniformity.

1204. ——— Normal school faculty qualifications. Albany, N. Y., State education department [1928] Tables only.

A policy regarding scholastic preparation was made effective October 1925. This study shows what progress has been made. Findings: A notable improvement in all schools in terms of degrees; some measure of ability is needed to supplement degrees.

1205. **Dearborn, Ned H.** Service load of state normal school faculty members. Albany, N. Y., State education department [1928] Tables only.

A study of the size of classes in relation to service load. MacMullen's technique was used. Findings: Direct relation between number of faculty members and student enrollment.

1206. ——— Source and placement of normal school students. Albany, N. Y., State education department [1928] 10 p. ms.

Residence location of all students by counties and placement of graduates first year after graduation in New York state. Findings: (1) Students in regular courses are drawn mainly from local area; (2) contrary is true for students in special courses; (3) an inconsiderable number placed outside of New York state the first year after graduation.

1207. ——— Student capacity of New York state normal schools. Albany, N. Y., State education department [1928] 23 p. ms.

A study of available space, present use of it, training school facilities, and teachers' needs. Findings: (1) Nearly all New York state normal schools can increase enrollment; (2) available practice facilities limit some; (3) local drawing power of schools a factor; (4) more teachers of extended training needed in New York.

1208. **Gould, Mary Pearle.** Some suggestions concerning the modification of normal school curricula as determined by a study of teacher needs. Master's thesis, 1928. Ohio state university, Columbus. 110 p. ms.

Two and one-half years of study of elementary teacher needs to find out whether or not the curriculum of the average normal school gives teachers the training they need. Findings: Normal school curricula inadequate in that teachers do not have the scientific attitude. They are unable to carry on diagnostic and remedial work with their pupils.

1209. **Hawk, Raymond F.** Use of Thorndike examination in normal school. Master's thesis, 1928. Stanford university, Stanford University, Calif. 81 p. ms.

A study of the use of Thorndike examination in predicting success in subjects. Conclusions: The Thorndike examination was found to have significant predictive value.

1210. **Jones, J. W.** Factors used in grading systems of the faculty of the Indiana state normal school. 1927. Indiana state normal school, Terre Haute. 9 p. ms.

A summarization of factors used in the grading systems of the faculty of Indiana state normal school as indicated by the factors checked on the list of items submitted at a faculty meeting.

1211. ——— A proposed numbering scheme. 1928. Indiana state normal school, Terre Haute.

This proposed numbering scheme is applicable to all departments of the Indiana state normal school.

1212. ——— A study of overlapping of enrollments in the Indiana state normal school, winter term, 1928. 1928. Indiana state normal school, Terre Haute. 3 p. ms.

A study of enrollment in the Indiana state normal school as to those students "in grade" and those "out of grade," according to the junior-senior college plan of classification of colleges. Junior-senior college plan of classification was found advisable in the Indiana state normal school.

1213. **Logan, Lelie E.** An experiment in teaching normal school students how to study. Master's thesis, 1928. Duke university, Durham, N. C.

1214. **Lutyen, Helene.** The present status of personnel service in state normal schools. Master's thesis, 1928. New York university, New York, N. Y. 66 p. ms.

The principles and the assumption of the place of personnel service in the state normal school and the analysis of the present status of personnel service in 80 state normal schools of the United States. Findings: (1) Those who are directing and advising the students are doing so only incidentally to the main duties required of them; (2) there is no unit program or system holding the various agencies to a definite plan or objective; (3) no effort is made to find the student in need. The emphasis made by these agencies is upon remedial rather than preventative or anticipatory effort; (4) the state normal school is very much institutionalized. Its organization and activities are built up in a formal way, with the student's problems considered only from the administrator's point of view.

1215. **Meador, James L.** Education in Connecticut normal schools. Doctor's thesis, 1928. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1928. 96 p. (Contributions to education, no. 307)

An historical account of the establishment and early history of Connecticut's four state normal schools; a cooperative survey and reorganization of the teacher-training program in Connecticut; statistical studies

1216. **Roberts, Franklin Campbell.** How to present to normal school students the resources of and the development of a state using New Hampshire as a study. Master's thesis, 1928. Boston university, Boston, Mass. 114 p.

New Hampshire is used here as a type study. The study has been made in such a manner that teachers may actually use the results in the schoolroom.

1217. **Wade, N. A.** A comparison of the time spent by first-year students and expected by teachers in a state normal school. 1928. State normal school, Frostburg, Md. 7 p. ms.

A comparison of the average weekly time devoted to study and the average time spent in preparation for a recitation in each subject by 80 first-year normal school students and the time expected by the teachers. Findings: The average first-year student spends 2 hours and 14 minutes less per week than the time estimated by the teachers. Students in general spend less time in preparation than the teachers expect. Wide variation in preparation time in subjects for both students and teachers was found.

See also Items 1229, 1234, 1253, 1339, 1811.

TEACHERS COLLEGES

1218. **Deyoe, George P.** A study of four-year curricula in state teachers colleges. Master's thesis, 1928. University of Chicago, Chicago, Ill. 103 p. ms.

Covers the four-year professional curricula in 87 state teachers colleges. Findings: Of the institutions offering one or more four year curricula, more than 90 per cent offer training for high-school teachers; training for early elementary, intermediate, and junior high school teachers through four-year curricula, is offered in upwards of half of the institutions. Basic courses of a cultural nature comprise an average of approximately 26 per cent of each four-year curriculum, and an average of approximately 18 per cent is devoted to basic courses of a professional nature.

1219. **Edminster, James Marion.** Administration and supervision courses in colleges and universities. Master's thesis, 1928. University of Minnesota, Minneapolis. 107 p. ms.

Analysis and description of courses in administration and supervision in colleges of education of state universities and other colleges of education.

1220. **Irvine, Paul.** The relation of undergraduate preparation to teaching position among graduates of the School of education, New York university. Doctor's thesis, 1928. New York university, New York, N. Y.

A study of teachers' positions, classroom duties, and extraclassroom duties, and an evaluation of their undergraduate preparation in relation to such positions and duties.

1221. **Jarrett, Robert Patton.** Status of courses in psychology in state teachers colleges in the United States. 1927. George Peabody college for teachers, Nashville, Tenn. Nashville, Tenn., George Peabody college for teachers, 1928. 135 p. (George Peabody college for teachers. Contributions to education, no. 47)

The investigations indicate that there is a lack of agreement of practice and the opinion of leading teachers in the field under consideration concerning the relation of the important factors bearing upon the function of psychology and tests and measurements in the general problem of teacher training. When teachers of psychology and tests and measurements have the training indicated by such a study and courses are organized and coordinated on basis of a similar procedure, it will be logical for other improvements to follow.

1222. **Jewett, Ida Adele.** English in state teachers colleges. Doctor's thesis, 1928. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1928. 176 p. (Contributions to education, no. 286)

1223. **Kelly, E. L.** Bases for the selection of teachers college freshmen: A survey of the entrance requirements of 65 leading colleges with implications for state teachers college. 1928. Colorado state teachers college, Greeley. 25 p. ms.

1224. **Kimmel, Herbert.** A catalogue study of the faculty of a state teachers college. [1928] North Carolina college for women, Greensboro.

This is a quantitative study dealing with tenure as it is affected by sex, type of institution, etc.

1225. **Lessenger, W. E.** An analysis of personnel costs at Detroit teachers college, 1926-27. 1928. Detroit teachers college, Detroit, Mich. 90 p. ms.

1226. **Magee, Robert M., jr.** Curriculum research for a teachers college. 1928. Detroit teachers college, Detroit, Mich. 78 p. ms.

Conclusions: If the schools studied represent general practice, it may be concluded that the general policy throughout the country is to place practice teaching late in the curriculum. In only a few schools are students admitted to practice work in the first year. In about 85 per cent of the two-year curricula, the practice teaching is confined to the second year. The amount of practice teaching varies considerably from school to school, but the average is 5 semester hours for two-year curricula, 6 for three-year curricula, and 8 for four-year curricula.

1227. ——— and others. Study of students entering Detroit teachers college, 1920-1924, inclusive. 1928. Detroit teachers college, Detroit, Mich. 36 p. ms.

This study involves between 1,600 and 1,700 students who entered Detroit teachers college from September 1920, to January 1924, and contains information concerning elimination, sources of students, scholarship, teaching success, teaching tenure, etc.

1228. **Meadows, Leon B.** A study of the teaching of English composition in teachers colleges of the United States, with a suggested course of procedure. Doctor's thesis, 1928. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1928. 95 p. (Contributions to education, no. 311).

Findings: All the teachers of composition agree on one objective—the teaching of the fundamentals. "Weakness in composition" is given by 50 per cent of the teachers, and "poor entrance preparation" is given by 42 per cent of the teachers as the chief difficulties they encounter in teaching composition. Seventy-two per cent of the colleges require a noncredit course of entering freshmen who fall below a certain standard in English composition. To improve the work in English composition, the mass-library-conference plan is suggested.

1229. **Phillips, Frank M.** Per capita costs in teachers colleges and state normal schools, 1925-26. Washington, United States Government printing office, 1927. 6 p. (U. S. Bureau of education. Statistical circular, no. 9, July 1927)

1230. **Rasey, Marie I.** Educational achievement of Detroit teachers college freshmen. 1927. Detroit teachers college, Detroit, Mich. 38 p. ms.

A study of the achievement in elementary subjects as evidenced by Stanford achievement test given to 367 freshmen.

1231. **Bugg, E. U.** The social studies of teachers colleges. 1928. Colorado state teachers college, Greeley. Greeley, Colorado state teachers college, 1928. 198 p. (Colorado state teachers college. Education series, no. 4)

1232. **Shultz, Irvin Tabor.** A descriptive and predictive study of a class in a school of education. Doctor's thesis, 1928. University of Pennsylvania, Philadelphia, Pa. 131 p.

The problem of this study is to take certain factors, namely, entrance units of Latin, quartile rank in secondary school, Army alpha, Terman group test at entrance of first year, and try to describe and predict what one may expect to find in terms of practice-teaching scores, scholarship, and persistence in school.

1233. **Thompson, Clem O., and Russell, Dale.** Some factors affecting the success of Teachers college freshmen. 1927. Indiana state normal school, Ball teachers college, Muncie, Ind. (Indiana state normal school, Ball teachers college. Bulletin, vol. II, no. 4)

A study of four factors which have conditioned the academic success of the freshman students of two successive years at Ball teachers' college. Conclusions: Four factors are shown to have a close relationship to academic success: (1) intelligence; (2) immediacy of the need for scholastic success; (3) faculty standards of gradings; (4) the introduction of a system of warnings and counsel for potential failures.

1234. **United States. Bureau of education.** Statistics of teachers colleges and normal schools, 1925-1926. Prepared in the Statistical division, Frank M. Phillips, chief. Washington, United States Government printing office, 1927. 65 p. (Bulletin, 1927, no. 30)

Advance sheets from the Biennial survey of education in the United States, 1924-1926.

1235. **Wilbur, B. G.** A study of teacher training for secondary schools at the University of Cincinnati. Master's thesis, 1928. University of Cincinnati, Cincinnati, Ohio.

1236. **Woodburn, E. C.** History and development of teachers colleges in South Dakota. Master's thesis [1928] University of Chicago, Chicago, Ill. 114 p. ms.

An historical study of establishment, growth, change in scope, costs, etc., of teachers colleges. Conclusions: They are developing to meet the needs of South Dakota and do not cost more than their service warrants.

See also Items 476, 509, 839, 850, 1199, 1237, 1266, 1305, 1339, 1721, 1965, 2162, 2195, 2395.

PRACTICE TEACHING

1237. **Armentrout, W. D.** The conduct of student teaching in state teachers colleges. 1927. Colorado state teachers college, Greeley. Greeley, Colorado state teachers college, 1927. 198 p. (Colorado state teachers college. Education series, no. 2)

1238. **Cass, Earle Millerd.** An investigation of current practices in conducting student teaching in certain selected centers for training industrial teachers. Master's thesis, 1927. University of Pittsburgh, Pittsburgh, Pa.

1239. **Colebank, George Henry.** Arrangements for and operation of practice teaching in colleges of the North central association. Master's thesis, 1928. State university of Iowa, Iowa City. 134 p. ms.

1240. **Ludeman, W. W.** Do pupils lose under practice teachers? 1928. Southern state normal school, Springfield, S. Dak. Educational administration and supervision, 14: 101-104, February 1928.

A study of over 200 grade pupils, some under practice teachers, others not under practice teachers. Findings: Pupils under practice teachers were ahead of those under regular teachers all the time.

1241. **Mead, Arthur Raymond.** Laboratory schools for teacher training with special reference to buildings. Educational administration and supervision, 14: 338-57, May 1928. Published also in the 1928 Yearbook of Supervisors of student teaching.

1242. **Mersereau, E. B.** Observation assignments for practice teachers in high school. 1928. Baylor university, Waco, Texas.

1243. ——— A study of the virtues and faults of practice teachers. Educational administration and supervision, 13: 467-75, October 1927.

The ratings and comments of the high-school critic teacher, as well as the ratings of the college professor and of student teachers (high school) for three successive quarters were analyzed. The virtues and faults were classified and ranked. Concludes that the virtues of practice teachers are largely those of personality.

1244. **Sprague, H. A.** Case-problems of student teachers. 1928. State teachers college and normal school, Upper Montclair, N. J. Educational administration and supervision, 14: 314-24, May 1928.

1245. **Wade, N. A.** Comparison and distribution of student teachers' time. 1928. State normal school, Frostburg, Md. 8 p. ms.

This study shows the percentages of time devoted by 65 students to student-teaching activities. It shows that the average student teacher devotes 41.7 per cent of his time to preparation of lesson plans and seatwork; 10.8 per cent to teaching; 10.1 per cent to observation of student teachers; 9 per cent to group conference with the training teacher; 8.5 per cent to observation of training teacher; 5.5 per cent to supervision of study and seatwork; 5.4 per cent to grading papers.

See also Items 193, 237.

PROFESSIONAL STATUS OF TEACHERS

GENERAL

1246. **Abraham, Richard Iams.** Teacher-load in the secondary schools of San Francisco. Master's thesis, 1927-28. Stanford university, Stanford University, Calif.

1247. **Allen, Ira Madison.** The teacher's contractual status, as revealed by an analysis of American court decisions. Doctor's thesis [1928] Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university [1928] 147 p. (Contributions to education, no. 304)

A summary of legal principles affecting the teacher's contract for the guidance of state and city superintendents, boards of education, teachers, and attorneys.

1248. **Baer, Joseph A.** Men teachers in the public schools of the United States. Doctor's thesis, 1928. Ohio state university, Columbus. 318 p. ms.

The purpose of this study was to find trends in the per cent of men teachers, why men leave teaching, why they continue in teaching, need for men teachers, comparison of men and women, etc. Findings: There is a distinct upward trend in the percentage of men teachers since 1920. Men leave teaching for economic and social reasons. They continue in teaching because they like the work. Educators desire more men in the schools. There is very little measurable difference between men and women in the factors studied.

1249. **Blackburn, J. Albert.** A study of the new teacher situation in public secondary schools of Pennsylvania. Doctor's thesis, 1928. University of Pennsylvania, Philadelphia. Philadelphia, Westbrook publishing company, 1928. 155 p.

A survey of the preparation, experience, salary, teaching load, and teaching programs of newly appointed teachers in public high schools of Pennsylvania in communities having less than 500,000 population.

1250. **Chambers, W. W.** Analysis of the activities of mathematics teachers in secondary schools. Master's thesis, 1927-28. Colorado state teachers college, Greeley.

1251. **Chapman, H. B.** Amount and cause of teacher absence, 1927-1928. In Baltimore, Md., Department of education. Statistical report to superintendent, 1927-28. July 1, 1928. 15 p. ms.

This study is based on the records of 3,000 teachers in Baltimore public schools. It analyzes causes and amounts of teacher absence in each school.

1252. **Chase, Vernon E.** The teaching personnel of the Fordson public schools. Fordson, Mich., Bureau of research and statistics, Public schools, April 18, 1928. (Bulletin, no. 11)

1253. **Chung, Tao-Tsan.** A personnel study of selected teachers in universities, colleges, and normal schools. Doctor's thesis, 1928. Teachers college, Columbia university, New York, N. Y.

A study of 516 teachers in universities, colleges, and normal schools to determine significant facts regarding age, physical measurements, education, professional experience, past and present salaries, changes of positions, etc.

1254. **Foster, James Carlisle.** Professional status of superintendents of South Carolina accredited high schools. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

The data presented were obtained from a questionnaire received from 148 superintendents of South Carolina accredited high schools. It was found that the educational training of the superintendents reporting was primarily academic, and therefore general rather than professional. The median years of educational experience was 8.66 years, and the median number of teachers under their supervision was 14.46 teachers.

1255. **Greene, Charles E.** Sabbatical leave—analysis of practices in several cities. Denver, Colo., Public schools, 1928. 4 p. ms.

1256. **Guntharp, Pascal E.** A study of the status of the teachers in the accredited high schools in Oklahoma. Master's thesis, 1928. University of Oklahoma, Norman. 91 p. ms.

A study of the training, experience, tenure, and salary of all teachers in the accredited high schools in Oklahoma for the school year 1927-28. The data were secured from the office of the state high-school inspectors of Oklahoma.

1257. **Hendershot, Clarence.** The status of the superintendent of schools in Michigan. Master's thesis, 1928. University of Chicago, Chicago, Ill. 85 p. ms.

An investigation of salaries, ages, tenure, educational training, and experience of 226 superintendents in Michigan. Findings: Michigan ranks above the average for the country. Much improvement has been made in the last 12 years.

1258. **Henderson, Adin Douglas.** A phase of supply and demand for secondary teachers in the state of California. Master's thesis, 1927-28. Stanford university, Stanford University, Calif.

1259. **Hicks, Frances E.** The mental health of teachers in Wichita, Kans. Master's thesis, 1928. University of Colorado, Boulder. 34 p. ms.

Replies to a questionnaire from 203 teachers in the public schools of Wichita, Kans. Of the teachers questioned, 57 were found to be psychopathic; 51 with strong psychopathic tendencies; and 96 practically normal.

1260. **Jensen, George C.** California teachers' association—past and present. 1927. Research division, California teachers association, San Francisco. *Sierra educational news*, 23: 23-30, August 1927.

Data given in this study show that the membership of the California teachers association has increased from 36 per cent in 1918 to 79.5 per cent in 1927.

1261. **Kelso, Corinne Marie.** The correlation of academic achievement with success in teaching. Master's thesis, 1927. University of Chicago, Chicago, Ill.

1262. **Laubach, Merit Lees.** Status of industrial arts teachers in Indiana. Master's thesis, 1928. Indiana university, Bloomington. 118 p. ms.

1263. **Lomar, Paul Sanford.** A comparative study of commercial, English, mathematics, and science teachers in the state of New Jersey. Doctor's thesis, 1927. New York university, New York, N. Y.

A comparative study of 424 commercial, English, mathematics, and science teachers of 1912-13 with the same groups of teachers of 1924-25 in terms of (1) size of schools in which teachers are employed, (2) educational qualifications, (3) salaries, (4) length of teaching experience, (5) subjects taught to note subject combinations and degree of specialization.

1264. **Malony, George B.** The status of the grade teacher in Iowa. Master's thesis, 1927. Colorado state teachers college, Greeley.

Conclusions: (1) The difference between the training and preparation of instructors in the small and in the larger schools of Iowa is not outstanding, but tends to favor the larger school systems; (2) considering six years of preparation above the eighth grade and five or more years of teaching experience as ideal, the teachers of Iowa in the majority of cases measure up to desirable standards, though there is considerable room for improvement; (3) home-talent teachers are not generally employed, but there is no outstanding difference between the qualifications of home-talent and nonresident teachers; (4) married-women teachers are not generally employed, but their qualifications are slightly higher than those of the unmarried teachers.

1265. **Mehringer, Walter E.** A study of the relation between the standings in certain university courses and teaching success. 1928. University of Wisconsin, Madison.

1266. **Mygatt, Cynthia, and Lessenger, W. E.** Reasons for success or failure of 200 teachers who deviated materially from their teachers college's prediction. 1928: Detroit teachers college, Detroit, Mich.

A study made of two years of teaching work covering those teachers who were either doing better or poorer work than predicted by the teachers college from which they were graduated.

1267. **Neuner, John J. W.** The supply and demand of public high school commercial teachers in New York city. In *Eastern commercial teachers' association. First yearbook. Foundation of commercial education.* New York city, 1928. p. 213-23.

Findings: The majority of high-school teachers appointed in New York city have had previous teaching experience; the total number of graduates majoring or minoring in commercial education, graduating from schools certified by the State Department of education, for the year March 1926, to March 1927, was 165, compared with appointments of 70 for this same period in the city of New York alone; about one-half of the

academic appointees have had previous experience outside the city, and only one-sixth of the commercial group have had experience in teaching outside the city; a greater number of commercial teachers were appointed without previous teaching experience than in the academic group, due evidently to inadequate supply; etc.

1268. **Patrick, George W.** A history of the Illinois state teachers association, 1854-1912. Master's thesis, 1928. University of Chicago, Chicago, Ill. 184 p. ms.

A history of the association with considerable data to prove the effectiveness of this teachers group.

1269. **Shiner, E. A.** Teachers meetings in the elementary schools of Oklahoma. Master's thesis, 1928. University of Oklahoma, Norman. 40 p. ms.

Findings: (1) Teachers meetings are being held now for the purposes of supervision rather than administration, such as making announcements and adjustments; (2) the trend in these schools seems to be toward the conference method of supervision rather than an open meeting.

1270. **Singleton, John S.** Married women as teachers in the public schools. Master's thesis, 1928. Ohio state university, Columbus. 125 p. ms.

A comparison of factors in efficiency as found in work of married and single women teachers. Findings: Neither class was found to be superior.

1271. **Spooner, Julia A., chairman.** Professional and financial status of the teacher in the elementary school. 1928. Oregon state teachers association, Portland. Portland, Oreg., The Multo-Steno shop, 1928. 44 p. ms.

A study of the teachers of Oregon, their training, tenure, salaries, growth in service, living conditions, organizations, and financial status.

1272. **Steele, Noah Edmund.** Constitutions and by-laws of state teachers' associations. Master's thesis, 1928. State university of Iowa, Iowa City. 96 p. ms.

1273. **Terry, Miss John Miller.** The present status of secondary school mathematics teachers of Tennessee. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

The state files were used from which compilations were made of the mathematics teachers in the state approved high schools. Of the 478 mathematics teachers, 67.36 per cent were men; of all the mathematics teachers 21.13 per cent were teaching mathematics only; history, English, and Latin were combined with mathematics more than other subjects; the minimum number of classes taught by any full-time teacher was four; the maximum number, seven. Of all the teachers 80.75 per cent hold degrees; the highest mean salary was \$2,038, the lowest \$1,061. The mean tenure for the entire group was 3.45 years, the median tenure was 1.59 years, and the standard deviation was 3.53.

1274. **Tilton, Edwin B.** An analysis of applications for teaching positions in a city school. Master's thesis, 1928. Stanford university, Stanford University, Calif.

This investigation related to 600 teacher applications for positions which are filed in the superintendent's office at San Diego. Findings: All things considered, the comparison is about equal between the teachers already in service and the teacher applicants. The odds are possibly in favor of the applicant teachers.

See also Items 2, 2269.

APPOINTMENT AND TENURE

1275. **Beachboard, Zachery Pearl.** State teachers placement bureau. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

The aim of this study was to find the various ways in which states organize, operate, and finance teacher-placement bureaus, and to evolve from them a state teacher-placement bureau with the logical machinery. Letters were mailed to the commissioners of education in all the states, asking for information on the subject. It was found that 18 states have legalized teacher-placement bureaus; three of these have suspended operations because of the failure of their legislatures to appropriate funds for their operation.

1276. **Belknap, Fredericka.** A comparison of supply and demand for teachers and school administrators based on statistics of the Bureau of appointments from May 1, 1926, to July 1, 1927. Master's thesis [1928] New York university, New York, N. Y. 45 p. ms.

1277. **Calkins, Thomas V.** Service and tenure of teachers in the Alaska native schools. Master's thesis, 1927-28. Yale university, New Haven, Conn. 81 p. ms.

1278. **Clarke, Clarence Leon.** Tenure of teachers in the profession, with special reference to Wisconsin. Doctor's thesis, 1928. University of Chicago, Chicago, Ill. Ann Arbor, Mich., University of Michigan alumni press, 1928. 160 p.

An investigation of the average length of service rendered by those entering teaching, relationships of tenure, and amount of training, etc. Findings: For Wisconsin 50 per cent of entrants teach three years or less; the mean average service rendered by all entrants is nine years; differential tenure is very marked and significant. Nearly one-third of the entrants teach on the average over 20 years.

1279. **Driscoll, W. A.** An analysis of the teacher turnover in Ohio since 1923. Master's thesis, 1928. Ohio state university, Columbus. 60 p. ms.

A study of the teachers who have left the teaching profession in Ohio since 1923, taken up by years. Findings: About 13 1/2 per cent of the women employed, and 17 per cent of the men employed, are leaving the profession each year.

1280. **Dunlap, C. C.** Teacher placement and follow-up in Oklahoma. Master's thesis, 1928. University of Oklahoma, Norman. 78 p. ms.

An investigation of 10 teacher-placing bureaus organized in nine of the educational institutions of Oklahoma and the state department of education. Findings: Great lack of uniformity in blank forms used in administration. Number of items on the various information blanks varies from 39 to 303. Teacher-training institutions and departments of education are not giving sufficient emphasis to those things which superintendents, school boards, and communities want to know about teachers.

1281. **Elsbree, Willard S.** Teacher turnover in the cities and villages of the state of New York. Doctor's thesis, 1928. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1928. 88 p. (Contributions to education, no. 300)

An analysis of the causes of teacher turnover as a basis for its control. The study covered all cities and villages under superintendents in the state of New York. Findings: Average turnover was 10.99 per cent, with range from 1.37 per cent to 42.38 per cent; 51 per cent of turnover was avoidable. The chief causes of turnover were leaving for better position, marriage, and dismissal.

1282. **Hammer, I. A.** Office tenure of the superintendents of public schools in the state of Kansas, 1920-1927. Master's thesis, 1928. University of Colorado, Boulder. 84 p. ms.

The results of this study show that superintendents and board members agreed that the main causes which affect length of office tenure are: (1) Desire for promotion, (2) insufficient salary, (3) destructive and unwarranted criticism, (4) failure of the superintendent to possess the qualities of a good executive.

1283. **Jacobs, F. R.** Teacher turnover in Cincinnati. Master's thesis, 1927-28. University of Cincinnati, Cincinnati, Ohio. 75 p. ms.

1284. **Johns, W. B.** The value of the photograph in the selection of teachers. Master's thesis [1928] University of Nebraska, Lincoln. 48 p. ms.

Persons who actually hire teachers were asked to judge photographs of school teachers and school administrators whose relative success had been demonstrated by three or more years of experience. The judgments of the photographs were unreliable.

1285. **Noble, M. C. S., jr.** The relationship between area of source of supply for high schools and area of beginning service for the teaching profession in North Carolina (1924-1926) Raleigh, North Carolina state department of public instruction [1927] (Mimeographed)

Teachers were traced from high schools to institutions of higher learning and then to actual teaching positions. The data show that 40 per cent of the North Carolina teachers begin teaching in the same county in which they received their own high-school training.

1286. ——— Teacher supply and demand in North Carolina. Raleigh, North Carolina state department of public instruction, 1927.

This study shows teacher supply and demand during the period 1900-1925 with predictions as to supply and demand figures for the period 1925-1950.

1287. **Biley, Martin L.** Placement, position, and service years of Mississippi state teachers college graduates. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

From questionnaires sent to 2,904 graduates, replies were received from 2,002. Findings: Most of the service years of all graduates were rendered in rural schools. The largest number of graduates taught grade subjects, while the second largest number served as school principals, the third as high-school teachers, and the fourth as school superintendents.

1288. **Seder, Reuben Irnen.** Analysis of aspects of tenure and turnover among school teachers in Minnesota. Master's thesis, 1927. University of Minnesota, Minneapolis. 108 p. ms.

Findings: Supply of trained teachers in Minnesota is adequate for the demand. The turnover per cent is greater in rural schools.

1289. **Utah education association.** A beginning study of teacher tenure in Utah. Salt Lake City, Utah education association, November 30, 1927. 20 p. (Bulletin, no. 5)

1290. **Van Dyke, Seth Howard.** A study of the turnover of teachers in the smaller high schools of Illinois. Master's thesis, 1928. Northwestern university, Evanston, Ill.

See also Items 242, 1817.

CERTIFICATION OF TEACHERS

1291. **Bennett, Raymond D.** Standards for certification of high-school teachers. Educational research bulletin (Ohio state university), 7: 67-71, 89-94, February 22, March 7, 1928.

Findings: There is no agreement as to the minimum amount of professional training which the high-school teacher should have. California, which requires graduate preparation of the high-school teacher, presents the outstanding example of high certification standards.

1292. **Carr, William G.** A brief history of teacher certification in California. 1928. Division of research, California teachers association, San Francisco. Sierra educational news, 24: 20-21, March 1928.

A comparative study of the centralization of certifying authority in the states of the Union, principally California. Findings: California, like other states of the Union, is steadily progressing towards a centralized state system of granting teachers' certificates.

1293. ———. The life diploma in the United States. 1928. Division of research, California teachers association, San Francisco. Sierra educational news, 24: 18-20, April 1928.

Abstract of the laws or regulations governing the issuance of life diplomas in the United States with special reference to persistence and experience required to obtain them. Findings: Wide variation of requirements. Average requirements for the 48 states are given. Twenty-nine months' experience is minimum average for 48 states; 32 months for the 44 states which grant diplomas; 42 months for the 33 states which require some experience. This applies to elementary schools only.

1294. **Cook, Katherine M.** State laws and regulations governing teachers' certificates. Washington, United States Government printing office, 1928. 296 p. (U. S. Bureau of education. Bulletin, 1927, no. 19)

1295. **Grimm, L. R.** Problems of certification of teachers in Illinois. 1928. Department of research and statistics, Illinois state teachers association, Springfield. 32 p. ms.

Shows present standards of qualifications of teachers in Illinois with comparative data for many states; shows other educational problems related to that of better preparation of teachers; argues for progressive standards in certification over a term of years.

1296. **Roesner, Hedwig Elizabeth.** The legal status of certification and professional training in public school music. Master's thesis, 1927. University of Chicago, Chicago, Ill.

1297. **Sampson, H. H.** Certification of teachers in Texas. Master's thesis, 1927. Colorado state teachers college, Greeley.

1298. **Stanford, Sue S.** State regulations governing teachers of high schools. Master's thesis, 1927. George Peabody college for teachers, Nashville, Tenn.

1299. **Young, Zella Palmer.** The history of the legislation concerning the preparation and certification of teachers in California. Master's thesis, 1928. University of Southern California, Los Angeles.

See also Item 1178.

IMPROVEMENT OF TEACHERS IN SERVICE

1300. **Boyer, Philip A., and Barthelmess, Harriet M.** The relation between teaching efficiency and amount of college credit earned while in service. Philadelphia, Pa., Division of educational research, Public schools, 1928. 28 p.

Records of 6,222 elementary and junior high school teachers concerning efficiency rating, length of teaching experience, and amount of college work. Findings: Low but positive correlation between experience and efficiency, and credits and efficiency.

1301. **Bryan, J. Shepard.** Professional study. Dunn, N. C., Public schools, 1928.

The aim of this study was to keep teachers in the Dunn high school, the Dunn elementary schools, and Hartnett county training school, abreast of educational projects. Results: Teachers have become more experimental, more open to conviction, and more progressive in work.

1302. **Chicago principals' club, Chicago, Ill.** A study of the facts that characterize superior teachers. In its Third yearbook, 1928. Chicago, Ill., Chicago principals' club, 1928. p. 141-86.

The purpose of this study was to ascertain the improvable factors in teaching ability that go to make the difference between "superior" and "just satisfactory" teaching; to put before both principals and teachers definite objectives, to which "just satisfactory" teachers should aspire in their efforts to do "superior" teaching. The study resulted in the location of several important factors contributing to the difference between "superior" and "just satisfactory" teachers. Gives a list of 25 characteristics that are important, to which are added two additional characteristics, i. e., continuation of formal study while in service, and the regular use of time outside of school hours for preparing school work. These 27 characteristics are deemed worthy objectives for training teachers in service.

1303. **Clark, N. Wilmoth.** A study of county normal institutes in Kansas. Master's thesis, 1928. University of Kansas, Lawrence.

1304. **Hamilton, Bryan.** Some phases of the improvement of teachers in service. Master's thesis, 1927. West Virginia university, Morgantown.

1305. **Linscheid, Adolph.** In-service improvement of the state teachers college faculty. Doctor's thesis, 1928. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1928. 100 p. (Teachers college, Columbia university, Contributions to education, no. 309)

This study is an analysis of the practices and policies prevailing in state teachers colleges with reference to securing competent members for their staffs, improving them in service, and retaining desirable teachers for relatively long periods. Fifty-five presidents have furnished detailed information with reference to their institutions.

1306. **Parrott, Hattie S.** Professional improvement through reading. A compilation of carefully selected materials. Raleigh, North Carolina state department of public instruction. [1928] (Mimeographed).

Contains a compilation of the professional reading selected by supervisors in one year's time, a list of educational publications in magazine or bulletin form, and a selected list of books dealing with the various phases of elementary school work.

1307. **Plummer, Ira Lee.** The principal's programs for improving teachers in service. Master's thesis, 1928. University of North Dakota, Grand Forks, 80 p. (An abstract of this study is in the University of North Dakota School of education record, November 1928, pages 59-63) *

A study of the practices in the Montana city schools, with very definite suggestions.

1308. **Bisden, Gladys A.** Improvement of teaching through follow-up supervision. Master's thesis, 1928. Ohio state university, Columbus. 143 p. ms.

A study of the obstacles in the way of putting theory into practice discovered through half-day visits to 226 graduates. The obstacles discovered are: (1) ineffective teaching methods during training course; (2) superintendents' requirements such as, set courses of study and term examinations; and (3) attitude of patrons.

1309. **Watts, Lillie Ellen.** The training of teachers in service by elementary school principals. Master's thesis, 1927. Colorado state teachers college, Greeley.

1310. **Weaver, Olney Serenus.** Remedial measures used in connection with teachers in service. Master's thesis, 1927. University of Chicago, Chicago, Ill.

1311. **Whitney, F. L.** The growth of teachers in service. 1927. Colorado state teachers college, Greeley. New York, The Century company, 1927. 307 p.

RATING OF TEACHERS

1312. **Bates, Guy, and Baird, James.** The basis of teachers' ratings. Detroit, Mich., Public schools [1928] 12 p. ms.

The study involved 200 teachers from the first grade. The purpose was to show the correlation between their general rating as teachers and ratings on personality, vitality, etc., and their success as measured by the growth of their pupils in reading ability. Findings: Zero correlation between general teachers' ratings and growth of pupils.

1313. **Bowman, Earl C.** A plan for evaluating teaching in terms of pupil activities. Doctor's thesis, 1928. Ohio state university, Columbus. 302 p. ms.

An experimental study for the purpose of developing a checking form to be used in evaluating teaching. Conclusions: A form can be devised which will give results which are more objective than can be obtained without the use of a form.

1314. **Brandenburg, G. O., and Remmers, H. H.** The Purdue rating scale for instructors. 1928. Purdue university, Lafayette, Ind. Lafayette, Ind., Lafayette printing company, 1928. About 25 p.

Preparation and experimental investigation of a scale by means of which students rate the instructors on ten traits for the purpose of self-improvement of the teacher.

1315. **Fincher, B. O.** A study of teacher-rating systems. Master's thesis, 1927. Colorado state teachers college, Greeley.

Replies from 120 cities indicate that: (1) Teacher-rating plans have been in use from one to 25 years; (2) the scales in use are proving satisfactory in most cases; (3) teachers, except in a very few instances, have no part in the rating procedure; (4) rating in a large percentage of cases is used to determine salary increases and promotions; (5) the tendency is to rate teachers once a year; (6) ratings to some extent are based on pupil accomplishment as determined by the use of standard tests; (7) high rating for experienced teachers is the rule; and (8) there is a tendency to rate teachers on broad, general traits rather than on a large number of specific traits.

1316. **Ford, Hoyt.** Qualities that college students prefer in teachers. Texas outlook, 12:79, May 1928.

One hundred and nine college freshmen were asked to list what they considered the six most desirable qualities that teachers under whom they studied should possess. Sixty-eight different qualities were mentioned, scholarship ranking first, personality next, and sympathy last.

1317. **Kohlbrener, Bernard.** Rating and checking teachers. 1927-28. Syracuse university, Syracuse, N. Y.

1318. **Melcher, George W.** Ratings of teachers, 1926-27, Kansas City, Mo. Kansas City, Mo., Bureau of research and efficiency, Public schools, 1928. 5 p. ms.

1319. **Morris, J. V. L.** Student rating of teachers. 1928. Northwestern state teachers college, Alva, Okla. 7 p. ms.

The study summarizes the ratings of the entire student body of the 85 members of the college faculty of the institution and shows the correlation of student ratings between president's estimate and faculty member's rating through questionnaire. Findings: Student rating is a quick, economical means of evaluating college teaching and valuable to the professor in improving his technique of teaching. Student rating shows high correlation with president's rating.

1320. **Taylor, Howard Rice.** The relationship of estimated teaching ability to pupil achievement in reading and arithmetic. Doctor's thesis, 1928. Stanford university, Stanford University, Calif.

A study of differences in class achievement in arithmetic and reading within each of grades 4 to 8, inclusive, for nine different schools in a medium-sized city. The assumption that "estimates of teaching ability are measures of the merit of a teacher because they are indirectly measures of the proficiency of pupils traceable to differences in teacher influence on achievement" is to a considerable extent justified with reference to reading achievement, but only slightly with reference to achievement in arithmetic computation.

TEACHERS' PENSIONS

1321. **Bormann, Henry H.** An interpretative analysis of the New York state teachers' retirement law. Master's thesis [1928] New York university, New York, N. Y.

This study aims to give a better understanding of the legal and financial provisions of the retirement law and of the service, mortality, and annuity tables employed in its administration.

1322. National education association. Research division. The advance of the teacher retirement movement. Washington, D. C., National education association, 1928. 56 p.

1323. Palmer, Nida Pearl. Pension systems for public-school teachers. Washington, United States Government printing office, 1927. 84 p. (U. S. Bureau of education. Bulletin, 1927, no. 23)

1324. Patey, Henry Curtis. Teachers retirement fund for Oregon. Master's thesis, 1928. University of Oregon, Eugene. 30 p.

A discussion of the actual financial situation of single men, married men, single women, and married women. Conclusions: Argument that more desirable teachers will be kept in schools by pension system, not borne out by facts.

1325. Savage, Howard J., and Cogswell, Edmund S. A retirement plan for Colorado public schools. New York city, Carnegie foundation for the advancement of teaching, 1928. 54 p. (Carnegie foundation for the advancement of teaching. Bulletin, no. 22)

Actuarial and economic inquiry leading to the framing of a sound teachers retirement plan for the public schools of Colorado.

1326. State and city retirement systems for teachers. Monthly labor review, 27: 15-26, July 1928.

Gives a brief summary of the principal features of the teachers retirement systems in 21 states and 7 cities as revealed by the study made in 1927 by the United States Bureau of labor statistics.

TEACHERS' PERSONALITY

1327. Fenton, Norman. Personality guidance for teachers. 1928. California bureau of juvenile research, Whittier state school, Whittier. Educational review, 75: 296-99, May 1928.

1328. Minch, Sister M. Esther. Integration of personality of the Christian teacher. Master's thesis, 1928. Marquette university, Milwaukee, Wis. Milwaukee, Wis., Bruce publishing company, 1928. 113 p.

1329. Morris, Elizabeth Hunt. Personal traits and success in teaching. Doctor's thesis, 1928. Teachers college, Columbia university, New York, N. Y. 75 p. New York city, Teachers college, Columbia university, 1929. (Contributions to education, no. 342)

The author tries to discover and measure significant traits of teachers' personalities. A trait index was constructed as a tentative measure of the complex blend of qualities often referred to under the term "leadership." Findings: In general, this study emphasizes the conception that probable success in teaching is a matter of favorable proportions of the several measured characteristics which are common to all the students, rather than a matter of a particular combination of certain qualities possessed by only some students.

1330. Oak, Lura S. Teacher personality. Master's thesis, 1927-28. Yale university, New Haven, Conn. 85 p. ms.

An historical study of outstanding teachers, showing the importance attached to personal qualities in early schoolmasters in the United States. Reviews recent studies of personality traits in teachers; reports an investigation of 53 teacher-rating schemes. Findings: In spite of verbosity in describing teacher personality, this factor is fairly well identified and generally appreciated. Further study is needful in order to clarify conceptions and to assist teachers in achieving desirable personal equipment.

1331. Wood, C. B. Does personality have a definite and consistent use in education. Doctor's thesis [1928] George Peabody college for teachers, Nashville, Tenn. 64 p. ms.

A study of 367 teachers of eight Alabama cities. Conclusion: Personality has a consistent use in education, but there seems to be nothing definite in its use.

TEACHERS' SALARIES

1332. Arnett, Trevor. Teachers' salaries in certain endowed and state supported colleges and universities in the United States, with special reference to colleges of arts, literature, and science, 1926-27. New York city, General education board, 1928. 83 p. (General education board. Occasional paper, no. 8)

1333. **Baer, Joseph A.** For what is the teacher paid? Educational research bulletin (Ohio state university), 7: 223-50, May 30, 1928.

The purpose of this study was to present a statistical treatment of the readily measurable factors that are usually considered as influencing salaries. Findings: In all types of school positions and for both sexes, except for men in one-room schools, there is a relatively high correlation between salary and experience. In all types of schools, and for both sexes, there is a relatively low correlation between salary and training. The correlations between salary and teaching load are low in nearly every case. Men receive higher salaries than women both as to type of position and, in most cases, as to subjects within the type of school.

1334. **Bowen, J. W.** Salaries and qualifications of teaching staff of high schools in independent graded school districts of Kentucky. Master's thesis, 1928. University of Kentucky, Lexington. 126 p. ms.

1335. **Bradley, Frederick Arthur.** A study of the trend of school administrators' salaries in West Virginia. Master's thesis, 1928. Ohio state university, Columbus. 45 p. ms. and tables.

The study included selected districts and independent districts in West Virginia schools and covered the years 1913-14, 1921-22, 1925-26, and 1927-28. Findings: Fair increase in median salaries for all groups studied except county superintendents and elementary principals, but medians rather low at beginning. Great variation in salaries paid for apparently the same sort of service except for county superintendents whose salaries are set by law.

1336. **Carr, William G.** Teachers' salaries: A guide to literature and problems. 1928. Division of research, California teachers association, San Francisco. Sierra educational news, 24: 22-27, June 1928.

An attempt to furnish students of teachers' salaries, teachers' salary committees, parent-teachers associations, and similar groups an introduction to the various aspects of the problem of salaries.

1337. **Chase, Vernon E.** Teachers' salaries and school membership. Fordson, Mich., Bureau of research and statistics, Public schools, 1928. (Bulletin, no. 9)

1338. **Greene, Charles E.** Salaries of deputy and assistant superintendents, heads of departments, and principals. Results of a questionnaire. Denver, Colo., Public schools, 1928. 6 p. ms.

1339. **Hendricks, E. L.** Twenty years of progress in the qualifications and the salaries of teachers of normal schools and teachers colleges. In American association of teachers colleges. Yearbook, 1928. p. 86-97.

Findings: All institutions studied, whether they have been four-year colleges for the past 10 years or have grown from two-year institutions to four-year colleges, or are still in the two-year class, have on their staff those with no degrees. The per cent of A. B. degrees ranges from 23 to 57 per cent; A. M. degrees from 12.3 to 63 per cent, and Ph. D. degrees from 0 to 36.1 per cent.

1340. **Hill, A. C. C., jr.** College teachers' salaries. International Y. M. C. A. college, Springfield, Mass. Reprinted from School and society, vol. XXVII, no. 702, June 9, 1928. 5 p.

A statistical study of the relationships between college teachers' salaries and the age, teaching experience, scholarship, graduate work, and degrees of newly appointed teachers in seven New England colleges.

1341. **Jones, Thomas Baner.** A statistical study of high-school teachers' salaries as related to the factors of experience and tenure, size of school, and subject combinations. Master's thesis, 1927. Northwestern university, Evanston, Ill.

1342. **Lamb, T. D.** Scheduling of teachers' salaries with special reference to merit rating. Master's thesis, 1928. West Virginia university, Morgantown. 21 p. ms.

Findings: The best type of salary schedule is the "preparation-development-merit" type. Merit rating should be made by use of achievement tests and by competent judges.

1343. **Putnam, W. E.** Salary study of Alabama city school systems. Birmingham, Ala., City schools, 1928. 27 p. ms.

A study showing how Alabama city salaries of teachers compare with those of cities of similar size as presented in the National education association research bulletin for March 1927.

1344. **Bambo, William Lester.** Salaries, training, and tenure of administrators and teachers in the smaller accredited high schools of Kansas, 1926-27. Master's thesis, 1927. University of Chicago, Chicago, Ill.

1345. **Sawyer, Guy E.** Pupil credit costs in the high schools of Milwaukee, Wis. Master's thesis, 1928. University of Chicago, Chicago, Ill. 95 p. ms.

An investigation into teachers' salary costs by subjects, departments, and schools, to discover simple method for principal's use in determining same and comparative importance of factors involved. Findings: Factors influencing teachers' salary costs per pupil credit in order of importance were: (1) Amount of credit granted for year's work in subject at rate of period per day; (2) size of class; (3) cost per class; (4) per cent of pupils passed. Cost per class is function of teacher's salary and number of classes taught per day. Size of class is most important factor; usually under direct control of principal.

1346. **United States. Bureau of education.** Salaries of elementary, junior high, and high-school men and women teachers in cities having a population of 10,000 and more. Washington, D. C., 1928. 21 p. ms. (City school circular, no. 5, May 1928)

1347. **Whitney, F. L.** Salaries in state teacher-training institutions. 1928. Colorado state teachers college, Greeley. (Research bulletin, no. 13)

1348. **Wiley, Roy William.** A study of the advance in salary of teachers who write for educational magazines. Master's thesis, 1928. University of Pittsburgh, Pittsburgh, Pa.

1349. **Witham, Ernest C.** A study in administration and supervision of salaries paid in 1926-27. Wilmington, Del., Department of research, Public schools, 1928. 12 p. ms.

A study of salaries paid in 49 cities with more than 100,000 population.

HIGHER EDUCATION

1350. **Allen, J. Edward.** Freshman mortality. A symptom of remediable weakness. Warrenton, N. C., Public schools, 1928. 16 p. ms.

This study points out several causes of freshman failures in colleges and suggests means whereby the conditions complained of may be remedied.

1351. **Anthony, Ann.** A study in the correlation between the choice of majors and minors of students in Hunter college and their I. Q. 's and academic ratings. [1928] New York university, New York, N. Y.

1352. **Arnold, Henry J.** An analytical study of certain factors of previous schooling possessed by college students and the relations of these factors to college standing. Doctor's thesis, 1928. Ohio state university, Columbus.

This study attempts to determine: (1) The nature and extent of the special disabilities of college students in the "tool subjects" (reading, arithmetic, English composition, etc.) as revealed by standard diagnostic tests; and (2) the possible relation of such disabilities to academic success. It gives a suggested plan of diagnosis and remedial instruction as a means of rehabilitating students having specific disabilities, with a view to maintaining higher standards of scholarship.

1353. **Augustine, Sister M.** Residence and other requirements for academic degrees. Master's thesis, 1928. Catholic sisters college, Catholic university of America, Washington, D. C. 44 p. ms.

1354. **Barnhill, Otis John.** Comparison of requirements of American universities for the M. A. degree. Master's thesis, 1928. Ohio state university, Columbus. 100 p. ms.

1355. **Bell, Hugh McKee.** An experimental analysis of the ability of university students to study. Master's thesis, 1927-28. Stanford university, Stanford University, Calif.

1356. **Bettinger, George E.** A study of the transcripts of 250 college entrants at the University of California at Los Angeles with special reference to the reliability of the criteria upon which the principal's recommendation is made. Master's thesis, 1928. University of Southern California, Los Angeles.

1357. **Boyer, Carl W.** The psychology of college delinquents. [1928] New York university, New York, N. Y.

1358. **Brink, William G.** A comparative study of the entrance requirements of sixty state and private colleges of liberal arts, 1900-1927. Master's thesis, 1928. Northwestern university, Evanston, Ill.

1359. **Brodshaug, Melvin.** An analytical study of the articulation of colleges with secondary schools in the United States. Master's thesis, 1927. University of Chicago, Chicago, Ill.

1360. **Brown, Edwin John.** A study of the facts and conditions involved in the problem of college admissions. Doctor's thesis, 1928. Stanford university, Stanford University, Calif.

The data for this study were obtained from questionnaires sent to 5,000 high-school principals in every state and territory, inquiries sent to 600 college registrars, college catalogues, and general literature on college admissions. Findings: A uniform national plan of admissions, if not entirely impracticable, would at least be very difficult to put into effect; there has been a slight tendency toward liberalization of entrance requirements in the period from 1921 to 1926; there is need for improvement in the standardizing and construction of intelligence or college aptitude tests; the entrance examinations, whether "old plan," "new plan," or "latest plan," are considered by a large majority of both high-school principals and college officials to be undesirable as a chief means of college admissions.

1361. **Carter, T. M.** Survey of nonfraternity and fraternity men's scholarship, 1922-1927. 1928. Albion college, Albion, Mich. 2 p. ms.

This study shows that fraternity men hold a slight advantage.

1362. ——— What college students think with respect to cheating in examination. 1928. Albion college, Albion, Mich. 21 p. ms.

The findings of this study are based on replies from 443 Albion college students. There is wide variation in the opinion of college students as to the reasons for cheating.

1363. **Cornell, Clare Brown.** An experiment with freshmen. *In American association of teachers colleges.* Yearbook, 1928. p. 112-17.

An experiment in giving intelligence tests to the freshmen of Colorado state teachers college.

1364. **Donner, Arvin N.** Students' knowledge of eminent men. Master's thesis, 1928. State university of Iowa, Iowa City. 107 p. ms.

1365. **Ebaugh, Mary O.** The value of a comprehensive examination at the end of the sophomore year of college for predicting academic success in the junior-senior years. 1928. Johns Hopkins university, Baltimore, Md.

1366. **Edgerton, Harold A.** Academic prognosis in the university. Doctor's thesis, 1928. Ohio state university, Columbus. 200 p. ms.

A follow-up study of entering freshmen of autumn quarters 1923, 1924, and 1925. Findings: A higher prediction (r greater than 0.85) was obtained by using scholarship to predict scholarship.

1367. **Ellefson, Elven.** Predicting college freshmen scholarship. 1928. University of California, Berkeley.

This study was limited to students from one high school who have entered the University of California during the years 1921 to 1924. It was further limited to those on whom complete data for the study could be obtained, a total of 134 cases. The problem was to determine the relation between college success as measured by the average grade for the first semester in college and various available high-school measures and combinations of these.

1368. **Ehlerman, Silas Kendrick, jr.** A study of grading at the University of Florida. Master's thesis, 1927. University of Florida, Gainesville.

1369. **Eurich, Alvin C.** The relation of achievement between college fraternity and nonfraternity groups. Master's thesis, 1927. University of Minnesota, Minneapolis. 7 p. *School and society*, 26: 624-30, November 12, 1927.

Compares the achievement of fraternity and nonfraternity students in a number of freshman and sophomore subjects. Also compares these two groups in the different colleges. Findings: No significant difference was found to exist between the marks of fraternity men and nonfraternity men.

1370. **Fields, Thomas Benton.** A history of Butler university, Indianapolis, Ind. Master's thesis, 1928. Indiana university, Bloomington. 157 p. ms.

1371. **Fitts, Charles Tabor, and Swift, Fletcher Harper.** The construction of orientation courses for college freshmen. In *University of California publications in education*, vol. 2, no. 3. Berkeley, Calif., University of California press, 1928. p. 145-250.

Questionnaires were sent to 300 institutions of higher education in the United States. On the basis of an analysis of these replies, supplemented by a study of catalogues, outlines, and syllabi of orientation courses furnished by directors and other officials, an endeavor has been made to formulate the problems involved in the construction of orientation courses for college freshmen. The study traces first the historical development of orientation courses in institutions of higher education.

1372. **Foreman, Luella.** Self-support as a factor in scholastic achievement. Master's thesis, 1927. University of Kansas, Lawrence.

1373. **Gifford, Walter S.** Does business want scholars? The head of the Bell system shatters a stubborn myth. Reprinted from *Harper's magazine*, May 1928. 6 p.

A study of the relation of college scholarship to success in the Bell system. Of 3,806 men studied, 498 had graduated in the first tenth of their respective classes. By about the fifth year of their employment this group began to earn more than the other college men. They continued to increase their advantage little by little until they were 25 years out of college. Then they began to go ahead still more rapidly.

1374. **Goldsmith, Alfred G.** How college students spend their time. Master's thesis, 1928. University of Southern California, Los Angeles.

1375. **Good, Carter V.** Bibliography on college teaching with special emphasis on methods of teaching. 1928. Miami university, Oxford, Ohio. In *National society of college teachers of education. Yearbook, 1928.* p. 66-95.

An effort was made to select and annotate the best references on college training from the educational literature of the past ten years. Preference was given to two types of material: (1) Experimental investigations or factual reports, and (2) authoritative analyses or discussions of college teaching. A topical index accompanies the bibliography. Two hundred and forty-five references are included in the list.

1376. **Greenleaf, Walter J.** Land-grant colleges year ended June 30, 1926. Washington, United States Government printing office, 1927. 75 p. (U. S. Bureau of education. Bulletin, 1927, no. 37)

1377. ——— A study of student enrollments and degrees in land-grant colleges attended by white students. Washington, D. C., U. S. Bureau of education, 1928. 17 p. ms.

1378. **Grinter, Thomas Hill.** Public higher education in Tennessee. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

The constitutions of Tennessee, the laws enacted by the national government and by the State legislatures were examined and a careful study was made of the catalogues of the various state higher institutions to ascertain whether or not Tennessee has borne out in practice the theory of higher public education. The writer reaches the conclusion that Tennessee has not borne out in practice its theory of higher education.

1379. **Grover, Elbridge C.** The status of education as an academic subject in American colleges. *Educational research bulletin (Ohio state university) 7: 12-15, January 11, 1928.*

1380. **Halter, Helen I.** A comparison of certain interests and activities of Phi beta kappa graduates of Washington university. Master's thesis, 1927-28. Washington university, St. Louis, Mo.

1381. **Hill, A. C. C., jr.** The Springfield student budget. 1928. International Y. M. C. A. college, Springfield, Mass.

1382. **Hochuli, Alma Louise.** Prediction of college success from high-school grades and intelligence test scores. 1928. Kansas state agricultural college, Manhattan.

1383. **Hudelson, Earl.** Class size at the college level. 1928. University of Minnesota, Minneapolis. Minneapolis, University of Minnesota press, 1928. 300 p.

Six thousand students in 11 departments in four colleges in 21 courses under 27 instructors were the subjects of this study. Experiments were carried on for four years. Findings: Measured in terms of student achievement, as determined by marks, essay examinations, or objective tests, class size is not a determining factor in the courses and with the students and teachers involved in these experiments.

1384. **Jones, W. E.** Student and alumni participation in the financial support of colleges and universities. Master's thesis, 1928. University of Chicago, Chicago, Ill. 145 p. ms.

1385. **Jordan, R. H.** Study of fraternity scholarship. 1928. Cornell university, Ithaca, N. Y. 6 p. Phi gamma delta magazine, vol. 50, no. 5, 1928.

Comparison of fraternity scholarship with special reference to standing of selected groups. Findings: Need for more careful selection of members and training after selection.

1386. **Kelly, Robert L.** The Minnesota colleges; their contribution to society. 1928. Association of American colleges, New York, N. Y. Association of American colleges bulletin, 14: 247-306, May 1928.

A study of the contributions made by the colleges of Minnesota to the public life of the state and the nation. Findings: The colleges of Minnesota may fairly be referred to as denominational colleges. They are carrying out with a commendable degree of fidelity the commission which has been given them by the churches. On the academic side they all make the teaching of the liberal arts and sciences their objective. They all officially recognize religion as a racial inheritance of primal importance. These two dominant purposes of the colleges may be brought together in the phrase *Christian culture*. It is through this culture they strive to render service to the State and the world.

1387. ——— The occidental colleges to-day and to-morrow. 1928. Association of American colleges, New York, N. Y. Association of American colleges bulletin, 14: 307-51, May 1928.

An effort was made to get a picture and catch the spirit of the institutions and agencies of higher education in California, particularly in the liberal undergraduate field. These institutions include, not only colleges and universities, but libraries, laboratories, museums, observatories, and the like. The problem is considered under seven heads: (1) The field and constituency; (2) space utilization; (3) the distribution of administrative functions; (4) the present living conditions; (5) present financial procedure; (6) present educational program and equipment; and (7) problems presented by the program of expansion.

1388. ——— A survey of Marietta college. [1928] Council of church boards of education, New York, N. Y. 37 p. ms.

1389. ——— and **Anderson, Ruth E.** Curriculum study of Piedmont college. 1928. Council of church boards of education, New York, N. Y. 10 p. ms.

1390. **Klein, Arthur J.** Higher education. Biennial survey, 1924-1926. Washington, United States Government printing office, 1927. 46 p. (U. S. Bureau of education. Bulletin, 1927, no. 34)

Advance sheets from the Biennial survey of education in the United States, 1924-1926.

1391. **Krous, George T.** Relation of certain aspects of the utilization of students' time to their success in college as indicated by grades. Master's thesis, 1927. State college of Washington, Pullman. 51 p. ms.

Two hundred and fifty students listed uses of time. Various time items were correlated with the average grade made and with intelligence scores. Findings: The amount and distribution of time given to study and other activities have no demonstrated relation to success in college where this study was made.

1392. **Lawritson, Agnes.** Some factors influencing success in college. Master's thesis, 1928. University of Nebraska, Lincoln. 70 p. ms.

Findings: Those who plan from early ages to go to college do better work than those whose decisions to pursue a higher education are made later. Such factors as home encouragement, presence of encyclopedias in home, also seemed to auger success.

1393. **McKinney, H. T.** Research as a means of improving college teaching. In West Virginia academy of science. Report, 1928.

This study found that decided advantage to pupils may result from the selection of guiding principles such as "Learning results from the pupil's own efforts" and adapting routine procedures to every pupil's needs in reference to each principle. On the basis of this and similar studies it is argued that one of the most profitable ways to improve college methods of teaching is to experiment in this way and to report results.

1394. **McLean, George Alonzo.** The present status of personnel work in a selected group of American colleges and universities. Master's thesis, 1928. Boston university, Boston, Mass.

1395. **Marshall, Anna Onedia.** Factors influencing scholarship. Master's thesis, 1928. University of Southern California, Los Angeles.

1396. **Meadows, John Cassius.** The functions of a state university. Nashville, Tenn., George Peabody college for teachers, 1927. 116 p. (Contributions to education, no. 28)

Conclusions: The responsibility for the training of teachers for the public schools rests upon the state. Until the state teachers colleges increase in size and number to the point where they can train an adequate supply of elementary and secondary school teachers the state university with its school of education must aid in the training of public-school teachers for the state. Since more than three-fourths of the graduates of the graduate school enter the teaching profession a strong graduate school in the university is demanded by every consideration of public policy. An adequate research department studying the development of the resources of the state and the prevention of waste would be a most desirable agency for public good. The university should not only aid a few thousand resident students, but everyone who earnestly desires to increase his skill and capacity for individual service.

1397. **Montana. University, Missoula.** Educational statistical survey, comparing higher education in Montana with that in 11 other northwest and Rocky Mountain states. 1928. University of Montana, Missoula. 96 p. ms.

1398. **Moore, Maple.** Tabulated reports on operation costs of the registrar's office. 1928. American association of collegiate registrars, Cleveland, Ohio. 18 p. ms.

1399. **Morgan, Francis Grover.** Integration in higher education with special reference to college mergers. Doctor's thesis, 1928. University of South Carolina, Columbia.

1400. **Nell, B. B., chairman.** College enrollments, 1927-28. Hamline university, St. Paul, Minn. 20 p. ms.

A comparison of enrollments of each of the Minnesota colleges with those of North central colleges, public, private, and technical, and the regional accrediting agencies.

1401. **Nelson, John B.** A study of the types of information collected by colleges and universities concerning the personal qualifications of applicants for admission. Master's thesis, 1928. University of Chicago, Chicago, Ill. 72 p. ms.

This includes a study of all the colleges and universities in the United States, legally authorized to give the nonprofessional bachelor's degree based upon four years of academic work. Conclusions: The final conclusion is that as yet the securing of personal data about applicants for admission is attempted in a definite and systematic way by comparatively few institutions.

1402. **New Trier township high school, Winnetka, Ill.** The academic work of New Trier students as freshmen at Northwestern university, first semester, 1927-28. 1928. 3 p. ms.

The report shows the accomplishment of the New Trier students in the major departments of their work, and a comparison of each student's work at New Trier with that at Northwestern.

1403. **Perry, Winona M.** Comparative university student achievement. 1927. University of Nebraska, Lincoln. Pedagogical seminary and Journal of genetic psychology, December 1927. 9 p.

Compares the achievement of freshmen, sophomores, and upper classmen, in a course (introductory) in educational psychology.

1404. **Potthoff, Edward F.** A statistical and analytical study of the selective admission of college students. Doctor's thesis, 1928. University of Chicago, Chicago, Ill. 270 p. ms.

This study deals with the effectiveness of certain methods of selecting high-school graduates for admission to the University of Illinois. Findings: High-school average and psychological score need to be supplemented by analyses of facts for individual applicants for admission. Valuable supplementary evidence includes a consideration of the applicants' earlier school history and of certain home or family influences.

1405. **Presey, Sidney L.** Background educational factors conditioning college success. In National society of college teachers of education. Studies in education, Yearbook XVI, 1927.

1406. **Reeves, Floyd W.** The cost of education in liberal arts colleges. 1927. Bureau of school service, University of Kentucky, Lexington. North central association quarterly, 2: 248-61, December 1927.

An investigation of the costs in 29 colleges of the North central association of colleges and secondary schools. Findings: Cost per student in senior college division of four-year colleges is 70 per cent greater than in the junior college division of four-year colleges.

1407. ——— Financial standards for accrediting colleges. 1928. Bureau of school service, University of Kentucky, Lexington. 17 p. In Association of colleges and secondary schools of the southern states. Proceedings of the thirty-second meeting. (Also published in Bulletin of the American association of collegiate registrars, new ser., vol. 3, no. 1, p. 94-117 and in the Association of American colleges bulletin, vol. 14, no. 2, March 1928, p. 83-91)

Thirty-nine colleges were included in the detailed study of the application of financial standards. Findings: Cost per student in senior college division of four-year colleges is 70 per cent greater than in the junior college division of four-year colleges; cost per student is 50 per cent greater in institutions with enrollments below 350 than in institutions with enrollments above 500, cost in small unaccredited colleges approximately two-thirds as great as in accredited colleges of the same size.

1408. **Reeves, Floyd W.** Financial standards for accrediting colleges. 1928. Bureau of school service, University of Kentucky, Lexington. North central association quarterly, 2: 372-88, March 1928.

Thirty-two accredited colleges were included in a detailed study of the application of financial standards, showing relationship between sources of income and cost per student and between sources of income and salary of teachers. Findings: Little relationship exists between particular sources of income and either teachers' salaries or cost per student.

1409. **Boemer, Joseph.** The report of the committee on college freshman grades. In Association of colleges and secondary schools of the southern states. Proceedings, 1927. p. 165-245.

The purpose of this study was to test the efficiency of secondary schools by the way their graduates succeed in their freshman year in college. Findings: There is a wide range of difference in the percentage of failures occurring in the various southern higher institutions; there is a wide range of difference in the percentage of freshmen failing in the various subjects in any one institution; failures are fewer among teacher-training institutions than among the other four groups of higher institutions; the percentage of freshmen failures is greater among the state universities than among the other four types of higher institutions; practically one-half of the students in state universities, one-third in colleges, and one-fourth in teacher-training institutions fail one or more courses during the first quarter or first semester of their freshman year; etc.

1410. **Ryan, Rev. Cecil J.** The orientation of freshmen in college. Master's thesis, 1928. Catholic university of America, Washington, D. C. 57 p. ms.

A general view of the freshman problem is presented together with a description and evaluation of the current administrative and curricular attempts at its solution.

1411. **Schwitalla, Rev. Alphonse M.** Graduate study in the Catholic colleges and universities. In National Catholic educational association. Proceedings, 1928. p. 97-133.

This study gives the results of a questionnaire sent to 72 universities and colleges for men and women.

1412. **Sheppard, Edwin Telfer.** A study of the records of 209 unsatisfactory students of a freshman class in the University of Chicago. Master's thesis, 1927. University of Chicago, Chicago, Ill.

1413. **Shores, Louis S.** A survey of the municipal university. Master's thesis, 1928. College of the city of New York, New York, N. Y. 80 p. ms.

A study of the origin, development, and present status of nine municipal universities in the United States and their European counterparts.

1414. **Shuttleworth, Frank K.** The measurement of the character and environmental factors involved in scholastic success. 1927. Institute of character research, State university of Iowa, Iowa City. Iowa City, Iowa, Pub. by the University, 1927. 80 p. (University of Iowa studies, vol. 1, no. 2, October 1, 1927.)

A test was given in January, 1928, to the freshman class entering the State university of Iowa in the fall of 1925. This test consisted of three parts: A test of attitudes and interests, a point-scale self-rating device, and a questionnaire. The whole test contained a total of 360 test items and required from 30 to 35 minutes.

testing time. Four hundred and ninety-four men and 269 women for whom first semester grades and the four entrance examinations were available were selected for intensive study. The study is concerned with the problem of scholastic maladjustment. It deals with the measurement of the nonintellectual factors associated with scholastic success and failure. The study has resulted in a test that measures independent factors and yields predictions of first semester grades which compare favorably with predictions from the best mental-educational tests available.

1415. **Sloan, Mary Elizabeth.** A statistical study of the records of 2,447 students in the college of arts, literature, and science at the University of Chicago. Master's thesis, 1927. University of Chicago, Chicago, Ill.

1416. **Stone, H. E.** The university dean of men. 1928. West Virginia university, Morgantown. *In* West Virginia university. Alumni association bulletin, April 1928. 8 p. ms.

Shows the various activities of the dean of men in different institutions.

1417. **Stopher, Emmet C.** The rating scale as an aid to the college in judging its product. Master's thesis, 1927. University of Chicago, Chicago, Ill.

1418. **Swink, Raymond A.** The relative contributions of certain personnel data to the prediction of college success. Master's thesis, 1928. Ohio state university, Columbus. 87 p. ms.

This study included 900 white male freshmen entering Ohio state university in September, 1924, with reference to 43 different items of personnel information in an effort to find out which ones, added to intelligence test rating, will most materially improve the prediction of first quarter's scholarship. Most of the findings were negative. The only item found to have any significance was the one representing the difference between the number of hours the student expects to enroll for in second quarter and the number he actually enrolls for. Those who overestimate their ability tend to be low in scholarship while those who underestimate their ability tend to be high in scholarship.

1419. **Tansil, Rebecca C.** The present status of the registrar's office in the small accredited liberal arts college of the southern states. Reprinted from *Peabody journal of education*, 5: 333-38, May 1928.

Questionnaires were sent to 62 schools. Replies from 32 schools, with enrollments not exceeding 500, were used in this study. Findings: (1) The typical person performing the duties of the registrar bears the title of registrar; (2) the median registrar holds a master's degree; (3) the median registrar has had 12½ years' experience in educational work and three years' experience as registrar; (4) the median registrar teaches six hours per week; (5) the median registrar is a member of three committees; (6) the typical registrar is considered a member of the faculty and attends faculty meetings regularly; (7) the typical registrar does not handle financial records of the college; (8) there is no apparent relation between the number of persons in the registrar's office and the number of students enrolled; etc.

1420. **Tomlinson, Brian Earle.** An evaluation of the how to study project of freshman week. Master's thesis, 1928. Ohio state university, Columbus. 45 p. ms.

An evaluation of previous preparation, in fundamental subjects, and in note-taking ability with the effect the factors have on course marks. Also a comparison of the course marks of those students who appeared for freshman week, with those who did not. Conclusions: Note taking gives some prediction of success. A great deal of difference was found in make up of probation groups depending on appearance at freshman week.

1421. **Toops, Herbert A.** Testing college students. *Vocational guidance magazine*, 6: 54-56, November 1927.

1422. **United States. Bureau of education.** Accredited higher institutions. Washington, United States Government printing office, 1928. 40 p. (Bulletin, 1927, no. 41)

1423. ——— List of references on higher education. Prepared in the Library division, John D. Wolcott, chief. Washington, United States Government printing office, 1927. 40 p. (Library leaflet, no. 35, September 1927)

1424. ——— Statistics of universities, colleges, and professional schools, 1925-26. Prepared in the Statistical division, Frank M. Phillips, chief. Washington, United States Government printing office, 1928. 167 p. (Bulletin, 1927, no. 40)

Advance sheets from the Biennial survey of education in the United States, 1924-1926.

1425. **Whinery, Smiley M.** Some factors affecting the scholarship of college freshmen. Doctor's thesis, 1928. Ohio state university, Columbus. 251 p. ms.

A statistical study of grades of liberal arts college freshmen (2,970), 1923-1927, at Ohio state university. Conclusions: Distribution of grades within a course makes for greatest differences in scholarship rating of a student. Difficulty of a course is second in importance of the factors studied. Design for a drum type correlation tabulator used in this study is included. Technique for the determination of relative difficulty of college courses is described.

1426. **Woody, W. H.** Personal guidance in colleges and universities. A brief report to 17 institutions of learning, November 1927. 1927. Colorado state teachers college, Greeley. 13 p. ms.

See also Items 6-7, 9, 18, 28, 246, 293, 362, 367, 425, 456, 486, 494, 507, 554, 562, 593, 603, 606, 745, 783, 792, 796, 809, 814, 823, 889, 904, 1009, 1013, 1032, 1043, 1086, 1109, 1127, 1143, 1153, 1166, 1178, 1186, 1219, 1239, 1253, 1265, 1300, 1316, 1332, 1340, 1516, 1633, 1647, 1655, 1667, 1669-1670, 1688, 1824, 1842, 1850, 1869, 2039-2040, 2043-2044, 2046, 2052, 2061-2063, 2067, 2078, 2118, 2121, 2128, 2131, 2154, 2191, 2260-2261, 2264, 2269, 2271, 2274, 2277, 2338, 2364, 2375.

SCHOOL ADMINISTRATION

GENERAL

1427. **Barber, Fred H.** The constitutional and legal basis of public-school administration in Tennessee. Doctor's thesis, 1928. University of Chicago, Chicago, Ill. 472 p.

This study includes: (1) The policies of the state regarding education; (2) the agencies set up by the state to carry out these policies; and (3) discussion of administrative problems that have arisen in their execution, so far as contained in constitutional laws and decisions of Supreme Court.

1428. **Bender, John F.** Criticisms of attendance laws. 1928. University of Oklahoma, Norman. American school board journal, 76: 43, 45, 145, 146, February 1928.

Analyzes the specific objections to attendance laws as made by school administrators in all parts of the United States. Findings: Remedial legislation on six specified points is necessary to guarantee a satisfactory education to every child in every state.

1429. ——— The enforcement of compulsory attendance laws by local officers. 1927. University of Oklahoma, Norman. American school board journal, 75: 57-58, November 1927.

The purpose of this study was to discover from printed reports of school executives how satisfactorily school attendance laws are enforced. Local officials are not successful in this; ultimate recourse to state officials should be provided.

1430. **Brubacher, John Seiler.** The judicial power of the New York state commissioner of education. Its growth and present status with a digest of decisions. New York city, Teachers college, Columbia university, 1927. 173 p. (Contributions to education, no. 295)

1431. **Crump, Oliver W.** School budgeting procedure as stated in school codes. Master's thesis, 1928. University of Kansas, Lawrence.

1432. **Davison, Harold J.** The legal status involved in the purchasing of school supplies. Master's thesis, 1928. Ohio state university, Columbus. 450 p. ms.

A study of the provisions made in the state school laws concerning the purchasing of supplies, court decisions, and prevalent purchasing policies. Findings: Very little uniformity in the state school laws concerning the purchasing of supplies or in the policy employed by local systems.

1433. **Deffenbaugh, Walter S.** Certain practices in city school administration. Washington, United States Government printing office, 1927. 18 p. (U. S. Bureau of education. City school leaflet, no. 29, November 1927)

1434. ——— Standing committees of city boards of education. Washington, D. C., 1927. 4 p. ms. (U. S. Bureau of education. City school circular, 1927-28, no. 2, November 1927)

1435. **DeVries, Martin.** Influences of court decisions affecting the fiscal independence of school boards. Master's thesis, 1928. University of Southern California, Los Angeles.

1436. **Druhot, H. H.** Ohio: curriculum legislation and its significance. Master's thesis, 1928. Ohio state university, Columbus.

Legislation affecting the curriculum in Ohio from 1803 to 1828. Conclusions: There have been too many requirements passed by the Ohio Legislature requiring specific time to be used in the teaching of certain subjects.

1437. **Engelhardt, Fred.** Business administration, Ortonville public schools, Ortonville, Minn. 1927. University of Minnesota, Minneapolis. (University of Minnesota. College of education. Educational monograph, no. 15, August 11, 1927)

1438. **Finlay, Frank Andrew.** Legal and illegal uses of school property. Master's thesis, 1928. University of Pittsburgh, Pittsburgh, Pa.

1439. **Fleming, L. Avery.** Insurance practices in first and second class city school districts in Kansas. Master's thesis, 1928. University of Kansas, Lawrence.

1440. **Foote, John M.** An administrative and financial study of the Washington parish school system. Baton Rouge, Louisiana state department of education, 1927. 100 p.

A study of the present plan of organization and financing and existing school conditions. Gives recommendations for reorganization, financial changes, five central high schools, and many improvements.

1441. **Foster, Emery M., comp.** Items of statistics for public-school systems, with special reference to reports to the United States Bureau of education. Washington, United States Government printing office, 1928. 14 p. (U. S. Bureau of education. Statistical circular, no. 10, March 1928)

1442. **Frampton, S. A.** The relation of a city board of education to the contiguous rural school areas with special reference to Bellefontaine, Ohio. Master's thesis, 1928. Ohio state university, Columbus.

The study covered city and rural areas in Ohio, from educational, social, and economic points of view. Conclusions: Territory contiguous should be generally transferred to city districts; the county should be the unit for taxation.

1443. **Gamble, G. C.** Practices in maintaining departments of purchases and supplies. Trenton, N. J., Public schools, 1928.

1444. **Greene, Charles E.** Survey of present method of handling requisitions in the Denver public schools together with certain recommendations. Denver, Colo., Department of research, Public schools, 1928. 7 p. ms.

1445. **Grosberg, Samuel.** National participation in education. Master's thesis, 1927. College of the city of New York, New York, N. Y. 138 p. ms.

An historical study of the growth of federal interest in, and encouragement of and aid to education.

1446. **Hadley, H. H.** Size of administrative unit and school efficiency in Colorado. Master's thesis, 1927. Colorado state teachers college, Greeley.

1447. **Hurlock, E. L.** An analysis of the decisions of the Supreme Court of Oklahoma relating to public schools. Master's thesis, 1928. University of Chicago, Chicago, Ill. 165 p. ms.

Decisions were analyzed only in case they established common law principles or interpreted present-day statutes. Findings: The Supreme Court of Oklahoma gives great weight to the precedents established in other jurisdictions and to considerations of legislative intent. It permits great discretion on the part of local school officials and will review their acts only when they are clearly of a nonjudicial nature.

1448. **Hurlock, Frances Boyd.** Power of boards of education to make rules concerning pupils and teachers. Master's thesis, 1928. University of Chicago, Chicago, Ill. 125 p. ms.

Decisions of the appellate courts of the various states and of the District of Columbia were analyzed and a body of common law principles relating to the extent of the power of boards of education to make rules concerning pupils and teachers was evolved. Findings: Boards of education may make and enforce any rules concerning pupils at school which are reasonable, necessary to the successful operation of the school.

and not contrary to the statutes. They may regulate the conduct of pupils off the school grounds if the conduct is such that it affects discipline and well-being of the school. They may make and enforce rules concerning the conduct and procedure of teachers so long as such rules are not contrary to the statutes and are reasonably necessary to the welfare of the school.

1449. **Ugen, V. C.** Judicial decisions relating to pupil, teacher, and board member in the state of Missouri. Master's thesis, 1927-28. Washington university, St. Louis, Mo.

1450. **Jacob, Robert Augustus.** The superintendent's annual report functioning as a tool. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

The problem was to find out what would be the form and content of the superintendent's annual report if it were patterned after a combination of the public utilities report and yearbook. Findings: A 6 by 9 inch book of either 32 or 36 pages would be required to hold material going into the report. Half of the pages would be given over to the report proper, the rest of the pages would consist of one page of directory, 3.5 pages of illustrations, and statistical tables to the extent of 7.4 pages at the end of the report. The use of maps and charts would be optional.

1451. **Johnson, Harold N.** School laws based on torts, contracts, and agency. Master's thesis, 1928. Ohio state university, Columbus. 225 p. ms.

Cases involving school laws were briefed as to facts of the case and the decisions of the court.

1452. **Kansas state school code commission, Topeka.** Report of the state school code commission of Kansas. Some problems confronting the School code commission together with supporting data. Vol. 1, 1928. Topeka, Kansas state printing plant, 1928. 88 p.

This study includes first, a brief history of the development of Kansas schools; second, certain court decisions, showing that education is a function of the State; and third, fundamental statements that seem to have been accepted in the minds of the people of Kansas relative to their schools.

1453. **Kaufman, Lloyd M.** Extent of overlapping between civil districts and school districts. Master's thesis, 1928. Ohio state university, Columbus. 62 p.

1454. **Kelly, Glenn K.** A study of reports of public-school superintendents in Michigan to their boards of education. Master's thesis, 1928. University of Chicago, Chicago, Ill. 102 p. ms.

An analysis of subjects reported and methods used in all school districts of Michigan having population of 2,000 and up. Findings: Finances and building problems given more consideration than educational results. Educational results are well presented.

1455. **Kessler, Russell E.** A comparison of the present practices in school census in the United States with the legal requirements. Master's thesis, 1928. Ohio state university, Columbus. 150 p. ms.

Actual practices were determined from returns from 372 cities and counties in the United States. A comparison was made with school codes. Conclusions: The practices in some states differ somewhat from the state laws—most of them conform to law. Some of the better practices are suggested. The various phases of the school census that have been considered are: Who makes the census; the pay received per child; date of census and time of correction; filing of the census; and who has direct charge of the census.

1456. **Law, Wilson A.** Analysis of Supreme Court decisions of Washington and Oregon pertaining to public schools. Master's thesis, 1928. University of Chicago, Chicago, Ill.

1457. **McCluer, Leon.** An index of selected books on school administration. Master's thesis, 1927. George Peabody college for teachers, Nashville, Tenn.

The aim was to secure a list of what appeared to be the most useful books for a public school administrative officer; the books to be included were decided upon by combining the weighted judgments of over 80 school administrators. The bibliography as here given includes only 40 books, and is arranged in alphabetic order, rather than in the order of evaluation.

1458. **Marberry, James O.** The administration of public education in centralized and coordinated schools. 1928. Bureau of school inquiry, University of Texas, Austin. Austin, University of Texas, 1928. 123 p. (University of Texas. Bulletin, no. 2810.)

The specific problem of this study concerns itself with the organization of public school administration as it relates to the office of superintendent of schools. In order to determine the differences of efficiency in the two types of administration two measures were used: First, an index number was made up of data that are the corollaries of educational efficiency; second, another measure was made up of the functions of public-school administration.

1459. **Marwell, Paul Ammon.** Duties of the superintendent. Doctor's thesis, 1928. University of Pittsburgh, Pittsburgh, Pa. (Abstract published by University of Pittsburgh. 7 p.)

A comparative study of the duties of superintendents in school districts of 5,000 to 10,000 population.

1460. **Menzi, Leonard W.** The powers and duties of boards of education in Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin. Master's thesis, 1928. University of Chicago, Chicago, Ill. 151 p. ms.

A comparison of the powers and duties of boards of education and a determination of the common practice in the states studied. Powers and duties of boards of education are usually prescribed by statute and common practices are not applicable to all districts in the same state or in various states.

1461. **Milnor, Roma L.** The law relating to textbooks in public schools. Master's thesis, 1928. University of Chicago, Chicago, Ill. 126 p. ms.

This study deals with state statutes regarding textbooks and also case decisions pertaining to interpretation of the statutes.

1462. **Moore, G. C.** Judicial interpretation of the school laws of Kansas. Master's thesis, 1928. University of Chicago, Chicago, Ill. 157 p. ms.

Includes decisions by the Supreme Court of Kansas from 1862 to 1928 on school matters.

1463. **Neulen, Lester N.** State aid for educational projects in the public schools. Doctor's thesis, 1928. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1928. 84 p. (Contributions to education, no. 308.)

Findings: State aid is in popular favor. There is no apparent relationship between the number of projects subsidized by a state and that of expenditure, wealth or educational rank. The influence of state aid on consolidation has been too feeble to cause any additional acceleration in consolidation in those states giving aid.

1464. **Noble, M. C. S., jr.** The administration, organization, and supervision of state departments of education in the United States. Raleigh, North Carolina state department of public instruction, 1928]

A compilation of philosophical and statistical data pertaining to the subject is given.

1465. **Noland, Claude C.** State enforcement of compulsory attendance. Master's thesis, 1928. University of Chicago, Chicago, Ill. 156 p.

Legal study of the State statutes and Supreme Court decisions on compulsory attendance.

1466. **Norwood, Pat H.** The legal status of the city school superintendent since 1920. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

Tendencies of school legislation regarding the city superintendent are pointed out, after a study of school legislation in force since 1920, and a comparison of findings with studies of earlier years.

1467. **Parratt, J. Easton.** Legal development of the organization and administration of public schools of Utah. Master's thesis, 1928. University of Chicago, Chicago, Ill. 145 p. ms.

A study of laws and Supreme Court decisions and how they affect the administration and organization of the public schools. The trend has been toward centralization of powers.

1468. **Perry, Rev. Francis M.** The right of the state as applied to the curriculum of the elementary school: Master's thesis, 1928. Catholic university of America, Washington, D. C. 43 p. ms.

A treatment of the rights of the state in education with special emphasis upon moral and religious instruction in the public school and the relations of church and state in the Catholic elementary school.

1469. **Prichard, Clarence Edward.** Court decisions of the state of California relative to public schools. Master's thesis, 1927. University of Chicago, Chicago, Ill.

1470. **Punké, Harold Herman.** The courts and public-school property. Doctor's thesis, 1928. University of Chicago, Chicago, Ill.

1471. **Ragan, William B.** The personnel of Oklahoma school boards. Master's thesis, 1928. University of Oklahoma, Norman. 50 p. ms.

This study includes information on 1,108 members on the following items: Age, education, occupation, tenure, parental relationship, wealth, sex, church membership, civic club, and fraternal order membership. Findings: Oklahoma school board members come from three occupational classes for the most part, farming,

proprietors, and professional men; the median age is 48.92 years; median wealth is \$5,410; 2.7 per cent were women; 82 per cent have children in school; 76 per cent belong to some church.

1472. **Rector, J. W.** A comparison of the qualifications of county superintendents. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

This study compares the county superintendents of Tennessee selected by the county courts and by the people with the qualifications of the county superintendents in Arkansas, and in North Carolina, selected by the county boards of education. Findings: (1) The chances are two to one that the Arkansas group of county superintendents have had more academic training than the Tennessee group; (2) the chances are 7 to 1 that the North Carolina group of county superintendents have had more academic training than the Tennessee group; (3) Arkansas has better professionally trained county superintendents than Tennessee as shown by an experimental coefficient of two meaning that there is double certainty that there is a significant difference in the mean professional training of the two groups of county superintendents compared; etc.

1473. **Robinson, Charles Scott.** A questionnaire study of the functions for 150 Kansas superintendents of schools. Master's thesis, 1928. University of Kansas, Lawrence.

1474. **Rogers, Leon W.** The operation of the free textbook law in Texas. Master's thesis, 1928. University of Texas, Austin. 76 p. ms.

The study includes a discussion of the essential features of the free textbook law of Texas as it has developed out of the previous policy of state uniformity; a comparison of the Texas law with textbook laws of other states; the essential facts with references to state and local administration of the law; an analysis of textbook expenditures; problems incidental to the administration of the law; etc.

1475. **Ryan, Rev. Leo V.** Rights and duties of the state in education. Master's thesis, 1928. Catholic university of America, Washington, D. C. 48 p. ms.

A treatment of the relations of the state and of the family in regard to education. Recent developments in state activities are considered in relation to private schools.

1476. **Schroeder, H. H.** Legal opinion on the public school as a state institution. Bloomington, Ill., Public school publishing company, 1928. 81 p.

The author presents a collection of legal opinion, showing that in the majority of cases the courts have consistently kept in mind one great underlying truth that the public school was established for a public purpose, and that even though it be locally administered, it is a state institution.

1477. **Shaw, E. O.** School board rules and regulations. Master's thesis, 1928. University of Oklahoma, Norman. 94 p.

A study of 80 sets of rules and regulations from cities of 5,000 to 500,000 population in 48 states. Findings: Changed conception of the relation of a superintendent to his board of education; better internal organization of the board; tendency to eliminate standing committees; the recognition of the superintendent as an educational expert with greater administrative authority; a higher sense of duty on the part of boards of education as to their responsibility.

1478. **Shoemaker, F. L.** Centralization of school administration in Ohio. Master's thesis, 1928. University of Chicago, Chicago, Ill., 212 p.

A study of school laws, reports of the commissioner of common schools, history of Ohio, etc. Findings: There has been a distinct growth in centralization of school administration in Ohio.

1479. **Smith, Calvin S.** Public-school land policies of the state of Utah. Doctor's thesis, 1928. University of Chicago, Chicago, Ill. viii, 362 p. ms.

A study of the character of Utah public school lands; the effect of the grants on the development of tax-supported schools in Utah; federal and state controversies as to the character of land included in the grant; state policies of sale and administration of lands and funds. Findings: Grants of public lands for the schools of the state probably retarded the development of tax-supported schools; saline lands, though apparently given to the University of Utah in a somewhat ambiguous form did not pass to the state; through ignorance or carelessness of the state officials the government was defrauded of some valuable mineral land, some of which may be recovered. On the whole, the public school lands of the state have been conscientiously and honestly managed.

1480. **Smith, James Wilfred.** Judicial decisions relating to the contractual powers of school boards. Master's thesis, 1927. University of Chicago, Chicago, Ill.

1481. **Soper, Wayne Wellington.** Legal limitations on the rights and powers of school boards with respect to taxation. Doctor's thesis, 1928. Teachers college, Columbia university, New York, N. Y.

A study of cases reaching the state supreme court and the United States Supreme Court, supplemented by a few unreversed decisions of inferior courts. About 2,000 cases were examined.

1482. **Summitt, William Knox.** Legal powers of the county court in Tennessee concerning public education. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

The method of procedure in this study was largely historical. The acts of Tennessee from 1873 to 1927 were studied and every mention of the county court in connection with public education was noted. Findings: The county court, in the administration of the public schools in the state of Tennessee, has more powers and duties at the present time, because of the fact, that these powers and duties are cumulative from time to time. The chief duties of the county court in public education are: (1) To elect a county board of education, to fix the compensation of its members; (2) to elect a county superintendent of schools, to fix his salary, etc.; (3) to fix the tax rate, to provide all local moneys, and to approve the expenditures of all public school funds.

1483. **Teal, Harvey D.** Federal aid for education in Ohio. Master's thesis, 1928. Ohio state university, Columbus. 85 p. ms.

Findings: Early aid was improperly used; later aid more carefully used; tendency toward aid for vocations more than for equalization.

1484. **Van Campen, Merritt S.** A study of the organization meetings of school boards in the 58 cities of New York state. 1927. Syracuse university, Syracuse, N. Y.

1485. **Werner, C. A.** The personnel of boards of education in Nebraska. Master's thesis, 1928. University of Chicago, Chicago, Ill.

1486. **Wilfong, Harry D.** The school law of West Virginia, Virginia, and Maryland, as revealed by Supreme Court decisions. Master's thesis, 1928. University of Chicago, Chicago, Ill. 120 p. ms.

A study of all the judicial decisions relative to school matters in West Virginia, Virginia, and Maryland.

See also under County unit, and Items 1, 25, 65-66, 342, 988, 1055, 1095, 1129, 1131, 1136, 1150, 1219, 1335, 1338, 1349, 1617, 1954, 2100, 2353.

EDUCATIONAL FINANCE

1487. **Anthony, J. D.** A financial survey of the public school system of Tift county, Ga. Master's thesis, 1928. Emory university, Atlanta, Ga.

A critical analysis of income and expenditures for the public schools of Tift county. Comparisons are made with national and other groups.

1488. **Briscoe, William Steven.** A proposed revision of the revenue system of Idaho for the support of schools. Master's thesis, 1927-28. Stanford university, Stanford University, Calif.

1489. **Broom, Knox McLeod.** Financial study of four types of school districts in Pike county, Miss. Master's thesis, 1928. University of Chicago, Chicago, Ill. 96 p. ms.

A study of terminal costs, both operating and capital.

1490. **Carr, William G.** How California schools are supported. 1928. Division of research, California teachers association, San Francisco. Sierra educational news, 24: 39-43, May 1928.

A complete statement of the sources and legal handling of California schools funds, with chart.

1491. ——— Twenty-five years of California school costs. 1928. Division of research, California teachers association, San Francisco. Sierra educational news, 24: 16-20, May 1928.

A comparison of elementary and secondary school costs in California in 1901 and 1926. The writer attempts to show what portions of increased cost are due to decreased purchasing power of dollar, to increased enrollment, to longer school term, and to increased school services.

1492. **Chapman, H. B.** Schedule of costs for accounting purposes. Baltimore, Md., Bureau of research, Department of education, 1928. 2 p.

A study preliminary to launching a new program of cost accounting in the department of education. Includes also the evaluation of costs in terms of feasibility and utility.

1493. **Chase, Vernon E.** Financing the public schools. Fordson, Mich., Bureau of research and statistics, Public schools, 1928. (Bulletin, no. 10)

1494. **Clower, T. A.** A critical study of the financial administration of 13 Georgia towns. Master's thesis, 1928. Emory university, Atlanta, Ga.

Personal analysis of expenditures, records thereof, and distribution under case categories. Graphs, tables, etc.

1495. **Cobb, Bruce Benson.** A study of public-school finance in Waco, Texas, over a twenty-year period, 1905-1925. Master's thesis [1928] University of Texas, Austin. 117 p. ms.

1496. **Cooke, Edwin David.** A basis of distribution of school funds for the equalization of the financial burden of education in California. Master's thesis, 1928. University of Southern California, Los Angeles.

1497. **Cresap, Wilfred A.** Elementary school achievement costs in relation to the I. Q. Master's thesis, 1927. State university of Iowa, Iowa City. 37 p. ms.

1498. **Easom, Percy H.** The per-pupil costs of education in city schools of Mississippi. Master's thesis, 1928. Cornell university, Ithaca, N. Y. 100 p. ms.

A study of 45 city school systems. Findings: Great variations in expenditures, general control of debt; service altogether out of proportion to other items; an unusually large proportion of funds is devoted to high schools; salaries for negro teachers small; etc.

1499. **Elliot, Albert Wade.** A study of the effect of budgetary legislation in 15 city school districts in Ohio. Master's thesis, 1927. University of Chicago, Chicago, Ill.

1500. **Evans, Arthur Wilson.** Salary-instructional cost relationships: a study based on 390 Texas high schools. Doctor's thesis [1928] University of Texas, Austin. 184 p. ms.

1501. **Fields, Arbor D.** A critical analysis of the marketing of school bonds in Ohio cities of 10,000 or more population. Master's thesis, 1928. Ohio state university, Columbus. 54 p. ms.

The purpose of the investigation was to determine prevailing practices in the marketing of Ohio school bonds, to discover weaknesses, and to provide practical recommendations. Findings: Good business practices and strict adherence to legal procedure were lacking. Recommendations were given to overcome these deficiencies.

1502. **Flowers, Lawrence Eugene.** Study of plans of financing public schools in South Carolina. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

This study was undertaken for the purpose of finding out if it is most conducive for the counties to provide all teachers' salaries for the seventh, eighth, and ninth months, or, if not, how much, if any, must the counties provide in order to be most conducive to the efficiency of their schools.

1503. **Georgia. State department of education, Atlanta.** Financing public schools of Dekalb county, Ga. [1928]

1504. **Goetch, E. W.** Sources of school support in Massachusetts during the Colonial period. [1928] Iowa state teachers' college, Cedar Falls. 3 p. ms.

1505. **Harmon, Thomas Leonhardt.** A study of the financial condition of the Greenville school city of Greenville, Miss. Master's thesis, 1928. University of Chicago, Chicago, Ill.

1506. **Hass, Keith A.** The fiscal problem in education. 1927-28. Syracuse university, Syracuse, N. Y.

1507. **Hill, A. C. C., jr.** An experiment in low cost education. International Y. M. C. A. college, Springfield, Mass. Springfield republican, April 15, 1928.

1508. **Hood, J. Turner, jr.** Instruction costs in the smaller Massachusetts high schools. Master's thesis, 1928. Boston university, Boston, Mass.

The conclusions drawn in this study are that the salaries paid do not depend upon the size of the school as much as upon the desire of the community to retain good instructors. Communities maintaining a four-year school for less than 50 pupils should consolidate with a near-by school to lessen the cost of upkeep.

1509. **Jedlicka, A. I.** Causes which produce variations in ability of districts to support their schools. Master's thesis, 1928. University of Minnesota, Minneapolis. 102 p. ms.

A study of first-class cities, mining districts, agricultural districts, railroad districts, manufacturing districts, and suburban and summer resorts; their ability to support schools. Findings: Agricultural districts are wealthier per pupil, some districts suffer from industrial growth, others prosper. Change in valuation is suggested. a

1510. **Jones, W. B.** A study of the financial condition of Owensboro, Ky., school district. Master's thesis, 1928. University of Chicago, Chicago, Ill. 107 p. ms.

The actual commitments of the district were placed over against the available resources. It was concluded that the city could not support its schools if all commitments were met, without seriously injuring the tax base.

1511. **Kibby, Ira Wesley.** A study of the accounting needs for public schools based on statutory control of school moneys with constructive proposals. Doctor's thesis, 1928. Stanford university, Stanford University, Calif.

Part I of this study consists of an examination of the school laws of the various States, in order to find those factors contained therein that affect the accounting procedure for public-school moneys, and that should be reflected in an accounting plan. Part II is given over to the development of a constructive accounting procedure based on the factors found in the school statutes, and the principles of accounting and educational administration.

1512. **Killius, James.** A campaign to secure public approval for school bonds. Master's thesis, 1927. Pennsylvania state college, State College. 63 p. ms.

1513. **King, H. B.** An analysis of public-school finance in Delaware. Doctor's thesis, 1928. New York university, New York, N. Y. 282 p. ms.

1514. **Kirkwood, C. E.** Resources for the support of education in Finney county, Kans. Master's thesis, 1928. University of Chicago, Chicago, Ill. 137 p. ms.

A study of the character of the resources, inequalities in ability and effort, and relation of income to educational expenditures. Findings: Gross inequalities in support; increasing expenditures for education; expenditures take large portion of income.

1515. **Landreth, Austin.** Revenues and the equalization of taxation in Oregon. 1928. Oregon state teachers association, Portland. 78 p. ms.

Analyzes the constitutional and statutory provisions for the support of public, elementary, and high schools; presents and interprets data showing the present inequalities in taxation and distribution; presents a plan for distribution of state school funds that will be more equitable; applies the proposed plan to Oregon situation.

1516. **LaPoe, James L.** Ohio's support of higher education. Educational research bulletin (Ohio state university), 7: 177-84, May 2, 1928.

1517. **Lewis, Russell Austin.** A study of school finances in the independent districts of San Patricio county, Texas. Master's thesis [1928] University of Texas, Austin. 89 p. ms.

1518. **Lovejoy, Philip, and Moehlman, Arthur B.** Finance procedures. Hamtramck, Mich., Board of education, 1928. 176 p.

A complete detailed analysis of the finance procedures for the Hamtramck public schools.

1519. **McCullough, P. J.** Philanthropy in elementary and secondary education in Ohio. Master's thesis, 1928. Ohio state university, Columbus. 118 p. ms.

The study includes only those cases in elementary and secondary education in Ohio. Findings: Philanthropy has been an important source of school revenue and is increasing in importance. No dangers to public education are apparent from this source.

1520. **Markman, F. H.** A study of public, rural, elementary school costs in Jersey county, Illinois, for the school year 1927-28. Master's thesis, 1928. University of Colorado, Boulder. 43 p. ms.

A study of 66 elementary schools. Maximum enrollment was 52.21 pupils, minimum, 2.75, and average enrollment, 16.16 pupils. For all schools studied, the average length of school year was 7.44 months. The maximum salary paid to teachers was \$166.66 per month, the minimum, \$50. The average per capita cost for 1927-28 was \$59.66, while the state standard is \$101.45.

1521. **Massachusetts. State department of education, Boston.** Increased costs of public schools. *In its Annual reports, 1927.* p. 42-46. (Also in Bulletin, no. 5, 1928, p. 27-31)

1522. **Miles, Samuel Claud.** A comparative study of school finance in Memphis, Texas. Master's thesis [1928] University of Texas, Austin. 126 p. ms.

1523. **Moore, William J.** The relation between wealth and school provisions in Kentucky. Master's thesis, 1928. University of Kentucky, Lexington. 123 p. ms.

1524. **Ohio institute, Columbus.** State reporting of the financial statistics of public schools in Ohio. 1928. Ohio state teachers association, Columbus. 35 p.

This study deals with form and content of financial reports submitted to State by local districts, the reporting procedure, and the presentation of financial material in annual State reports. Findings: The present system of reporting is needlessly complicated and does not present financial material in most significant form.

1525. ——— State subsidies for special education in Ohio. 1928. Ohio state teachers association, Columbus. 72 p.

Deals chiefly with the cost of special classes for blind, deaf, and crippled, state subsidies and state standards for such classes. Also presents problem of special education of mentally handicapped. Conclusions: Proper state encouragement of special education of both mentally and physically handicapped is essential. The present system of state aid is administratively impracticable.

1526. **Owen, Chilton Ross.** A survey of educational finance in Crosbyton, Texas. Master's thesis [1928] University of Texas, Austin. 73 p. ms.

1527. **Pace, Henry A.** An analysis of school maintenance costs. Doctor's thesis, 1928. University of Cincinnati, Cincinnati, Ohio.

1528. **Quackenbush, Charles H.** Some financial aspects of school districts of three counties of Kansas. Master's thesis, 1927. University of Kansas, Lawrence.

1529. **Bodman, E. L.** State apportionment of school funds. Master's thesis, 1928. University of Oklahoma, Norman.

Presents methods of apportionment in all states and the effects upon various counties and districts in Oklahoma. Gives the history of legislation in Oklahoma governing apportionments. Findings: Present census or enumeration basis of apportionment in Oklahoma is inefficient and unequalizing distribution.

1530. **Schroeder, Herman Henry.** The inequalities in the raising and distributing of public-school revenue in Illinois. Master's thesis, 1927. University of Chicago, Chicago, Ill.

1531. **Smith, Bert B.** Sources of revenue to equalize educational opportunity in Kentucky. 1927. Western Kentucky state teachers college, Bowling Green. Kentucky education association journal, January 1928.

This investigation covered the potential sources of revenue, the amount of each source, and the advantages and disadvantages of each. Findings: Kentucky has abundant sources to be taxed; the sources suggested, not now taxed for public schools, will provide all money needed to equalize educational opportunities.

1532. **Smith, C. B.** An investigation of some possible additional sources of revenue in Alabama. Master's thesis, 1927. George Peabody college for teachers, Nashville, Tenn.

Shows need for continuation of the program for consolidation of rural schools and need for building program financed largely by the state.

1533. **Smith, Charles Alonzo.** Some causes of variation in school expenditures among Florida counties. Doctor's thesis, 1928. Teachers college, Columbia university, New York, N. Y. (To be published)

This study attempts to ascertain the existing degree of variation in expenditures per pupil in average daily attendance among Florida counties and to determine the causes of this variation. It was found that

current expense per pupil varies widely among Florida counties. The high paying county pays eight times as much for this purpose as does the low paying county. The medium county pays only one-third as much as the high county. It pays three times as much as the low county. There is wider variation among schools for negroes than among schools for white children.

1534. **Smith, H. C.** Attendance and the apportionment of school funds. Master's thesis, 1927. George Peabody college for teachers, Nashville, Tenn.

By a study of the attendance in selected states before and after the passage of laws making school attendance one of the bases of distributing school funds, it was found that such laws cause increased effort in getting more children enrolled, and secure more regular attendance of pupils enrolled.

1535. **Smith, William Raymond.** The probable effect of pooling the bonded indebtedness of the several school districts of Athens county, Ohio. Master's thesis [1928] Ohio state university, Columbus. 86 p.

The purpose of the study was to determine wealth inequalities existing in the several school districts, sources of revenue, total expenditures, indebtedness, the effect on each district were the indebtedness to be pooled, etc. Findings: Effort should be made the basis for a district's participation in the state educational equalization fund; there should be a pooling of bonded indebtedness and either a county-wide levy made for redemption of same, or the state should assume responsibility for indebtedness, giving debt service first lien upon equalization funds.

1536. **Taylor, Lawrence Robert.** A survey of the school costs in the independent school district of Stanton, Iowa. Master's thesis, 1927. State university of Iowa, Iowa City. 67 p. ms.

1537. **Thompson, Harry Daniel.** A study of inequalities of public school finance. Boise, Idaho education association [1928]

1538. **Turglestad, Edvin.** Budgetary practices in Oregon district high schools. Master's thesis, 1928. University of Oregon, Eugene.

Deals with budgetary practices in Oregon schools, theoretically correct budget, high school allowances, financial support and comparative costs.

1539. **Walker, Thomas Prince.** An analysis of the school finance statistics of 79 Texas cities. Master's thesis [1928] University of Texas, Austin. 136 p. ms.

1540. **Wedel, Edward B.** A study of the costs of public secondary education in Harvey county, Kans. Master's thesis, 1928. University of Kansas, Lawrence.

1541. **Whittinghill, R. T.** Finances of fourth-class cities in Kentucky, 1926-27. Master's thesis, 1928. University of Chicago, Chicago, Ill. 60 p. ms.
A study of receipts, true valuations, and expenditures distributed.

1542. **Wichman, J. H.** A financial study of independent school district no. 1, Redwood county, Minn. Master's thesis, 1928. University of Chicago, Chicago, Ill. 148 p. ms.

Investigation of the ability and effort of the school district to finance its schools. Findings: The district can put forth 33 1/4 per cent greater effort.

1543. **Wilmington, Del. Board of public education.** Increase in the cost of public schools in Wilmington, Del., and proof of its justification. [1928]

1544. **Wilson, Bert Felix.** Business management in the schools of San Mateo county, Calif. Master's thesis, 1927-28. Stanford university, Stanford University, Calif.

1545. **Woodward, Edward J.** The financial condition of an oil-field school district. Master's thesis, 1928. University of Chicago, Chicago, Ill. 86 p. ms.

The financial condition of the Burkburnett school district. Conclusions: A typical oil-field school district is susceptible of being put in fair financial condition.

1546. **Wright, Ralph McClellan.** Financial trends in the school district of Carnegie, Pa. Master's thesis, 1928. University of Pittsburgh, Pittsburgh, Pa.

See also Items 66, 71, 123, 419, 1053, 1069, 1151, 1229, 1345, 1384, 1398, 1406-1408, 1431, 1435, 1440, 1908, 1946-1947, 1955, 1958, 2069.

SCHOOL SUPERVISION

1547. **Barr, A. S.** A study of the validity, objectivity, and reliability of the items observed by supervisors in classroom supervision. 1928. Bureau of research, University of Wisconsin, Madison.

Objective studies of classroom teaching; personal visits of two observers to 105 teachers.

1548. ——— and **Rippin, N. O.** A study of the attitude of teachers toward supervision. 1928. Bureau of research, University of Wisconsin, Madison.

A study based upon 350 questionnaire returns from teachers of different types of training, experience, etc.

1549. **Dorsey, B. M.** Education and its supervision as mentioned in state constitutions. Master's thesis, 1928. University of Colorado, Boulder. 34 p. ms.

One hundred and thirty state constitutions were studied. Findings: There has been a definite growth in constitutional mention of education from general to specific and inclusive mention so that at least 47 state constitutions provide for systems of free public education. There has been a parallel increase in mention of supervision with even greater practice. The makers of constitutions have imposed upon supervisory officers the responsibility of organizing systems of free public education.

1550. **East Chicago, Ind. Public schools.** Classification of administrative and supervisory functions. East Chicago, Ind., Public schools, 1928. 14 p. ms.

This study lists the functions of a superintendent, and shows the extent of responsibility of the superintendent for each function.

1551. ——— ——— Plans for supervision in the East Chicago, Ind., public schools. East Chicago, Ind., Public schools, 1928. 16 p. ms.

Suggests plans dealing with the administrative phases of supervision, prepared as a tentative program by the Administrative-Supervisory staff of East Chicago public schools.

1552. **Field, A. M.** Organization of state departments of education with special reference to the problem of supervision. Minor problem for doctor's thesis, 1928. Cornell university, Ithaca, N. Y.

A study based on data collected from all states of the Union, summarizing the extent to which state departments exercise a true supervisory function.

1553. **Goulet, Frank X.** The development, status, and trend of special supervision in the Los Angeles city schools. Master's thesis, 1928. University of Southern California, Los Angeles.

1554. **Groseclose, Henry C.** Some results of district supervision in Virginia. 1928. Virginia polytechnic institute, Blacksburg. 32 p. ms.

At the request of the state board of education, a study was made to determine just what were some of the results of district supervision in Virginia where two districts had been so served for several years, comparing them with the area of the state not so covered. Nearly all features of a good state program had materially increased in the districts having supervision.

1555. **Hope, Clarence.** Annotated bibliography of supervision. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

This bibliography covers a period from January, 1915, to March, 1928, and contains 475 different annotations, classified under 18 different headings.

1556. **Hunt, John B.** A critical study of attendance supervision in the school districts of Los Angeles county. Master's thesis, 1928. University of Southern California, Los Angeles.

1557. **Krumsiek, W. W.** The effect of supervision on teachers' objectives. 1928. University of Illinois, Urbana.

Findings: Teachers do have rather definite objectives and plan their work with them in mind.

1558. **Marshall, Justin E.** A study of achievement of supervised and unsupervised pupils in Johnson and Whitley counties. Master's thesis, 1928. Indiana university, Bloomington. 47 p. ms.

1559. **Parrott, Hattie S.** Suggestions for making supervisory programs. Raleigh, North Carolina State department of public instruction [1928] ms.

Gives suggestions to the new supervisor, as to the procedure for formulating a tentative workable program of supervision. By means of quotations given together with the bibliography a supervisor may conduct a study of making supervisory programs which will enable her to formulate such forms and programs for use in her situation that will be scientifically constructed and based upon the most successful experience of leaders in the field of supervision.

1560. **Stansbury, Paul W.** Changing and conflicting conceptions of supervision. Master's thesis, 1928. Ohio state university, Columbus. 62 p. ms.

Traces the development of, and outlines present tendencies in the philosophies of supervision. Findings: Present supervisory practices are rooted in methods formerly employed.

1561. **Wagner, H. Bay.** Supervision of instruction in an elementary school. Master's thesis, 1928. Ohio state university, Columbus. 120 p. ms.

This study is based on a testing program in all subjects, also a complete health record in six grades. Conclusions: There is a fallacy in traditional method of grouping children chronologically because of varying mentality of pupils.

1562. **Yardley, Hattie F.** Professional activities of elementary school supervisors. Master's thesis, 1928. Colorado state teachers college, Greeley.

See also Items 1219, 1308, 1349, 1938-1939, 1956, 2042, 2044.

SCHOOL PRINCIPALS

1563. **Bartley, Mary Ellen.** The principal and her school. Master's thesis, 1928. Boston university, Boston, Mass. 59 p.

This thesis emphasizes the importance of the principal in relation to the improvement of the school, with regard to purpose, and with definite knowledge of the difficulties to be overcome.

1564. **Becker, Harvey Jacob.** The relation of a high-school principal to his community. Master's thesis, 1928. University of Pittsburgh, Pittsburgh, Pa.

1565. **Deloney, J. M.** The distribution of the principal's time. Master's thesis, 1928. Tulane university, New Orleans, La.

Statistical study based on diaries of fourteen principals of Louisiana elementary schools. Results show close correlation with ideal time distribution suggested by National committee on standards.

1566. **English, Mildred.** Comparative study of the time distribution of urban and rural principals. Raleigh, N. C., City schools, 1928.

Results of the study show that principals are not devoting enough time to supervision. However, there is an increased interest and effort on the part of principals in supervising their schools.

1567. **Gray, Matthew Robert.** The office practice of high-school principals. Master's thesis, 1927. University of Chicago, Chicago, Ill.

1568. **Kanvey, D. W.** The principalship of the union schools in North Carolina. Master's thesis [1928] Duke university, Durham, N. C.

Points out the activities of the union school principals, the extent to which union school principals have been trained for their position, and the way in which they conduct their supervisory activities. Also points out some needed standards of improvement in training in methods of supervision.

1569. **Kelly, Florence M.** An analysis of the work of an elementary school principal in assisting the beginning teacher. Master's thesis, 1928. University of Southern California, Los Angeles.

1570. **Longshore, W. T., chairman.** The elementary school principalship. 1928. Department of elementary school principals, National education association, Washington, D. C. Washington, D. C., Research division, National education association, 1928. 512 p.

1571. **McLaughlin, Samuel J.** The professionalism of the high-school principalship in Maine. 1927. Syracuse university, Syracuse, N. Y.

1572. **McNeely, John Gracey.** The administrative and supervisory activities of junior high school principals and assistant principals in California. Master's thesis, 1928. University of Southern California, Los Angeles.

1573. **Morrison, J. Cayce.** Some factors involved in the legal recognition of a supervising principalship in New York state. 1928. New York state education department, Albany. 15 p. (Printed in part in American educational digest, March 1928)

This study is based upon analysis of data from the annual reports of principals of union free schools in villages having a population of 2,500 to 4,500. Conclusions: (1) The district superintendent should have a higher professional preparation; (2) the functions of a supervising principal should be defined; (3) the relationships of the principal and superintendent should be defined.

1574. **National education association.** The principal studies his job. Research bulletin of the National education association, 6:82-147, March 1928.

Suggests types of activities being carried on by elementary school principals who have entered upon the thrilling experience of studying their problems.

1575. **Scheuerman, A. A.** Survey of the duties of the assistant principal of the elementary school as they are related to those of the principal and of the teacher in Cincinnati. Master's thesis, 1928. University of Cincinnati, Cincinnati, Ohio.

1576. **Stulltsen, Edward H.** The school principal as revealed by school surveys. Master's thesis [1928] University of Chicago, Chicago, Ill. 83 p. ms.

An analysis of all the material in 100 surveys to determine the nature and scope of the principal's work. Conclusion: There is a great difference between what surveyors found and what they recommended.

1577. **Tallmadge, Harry.** Dispatching business through the elementary school principal's office. Master's thesis, 1928. University of Cincinnati, Cincinnati, Ohio.

1578. **Thomson, Somerville.** The general functions of the public-school principals of the Territory of Hawaii, with special emphasis on the distribution of time. Master's thesis, 1927. University of Hawaii, Honolulu. 108 p. ms.

See also Items 1309, 1338.

SCHOOL MANAGEMENT

GENERAL

1579. **Bates, Daniel A.** The relation of class-size to teaching efficiency. Master's thesis, 1928. University of Chicago, Chicago, Ill. 44 p. ms.

A study of marks obtained by pupils of 94 classes, grades IV-VII, under 21 teachers for seven half years, and observation of pupils and teachers at work for two half years. Findings: A class of 40 to 45 is a better unit than classes of 30 or 21. This seems to be due to decrease in maternalism in the large classes.

1580. **Bender, John F.** Irregular attendance—its effects and reduction. 1927. University of Oklahoma, Norman. American school board journal, 75: 45-46, December 1927.

A study covering all parts of the United States. Findings: Enormous losses due to irregular attendance. The passage of attendance laws produce marked benefits.

1581. **Ching, J. F.** Elementary size of class report of March 1, 1928. 1928. Bureau of curriculum development, research and guidance, Public schools, Oakland, Calif. 10 p. ms.

1582. **Corrie, Eugene.** An analysis of some of the factors of the teaching load with special reference to the pupil-teacher ratio. Master's thesis, 1928. University of Southern California, Los Angeles.

1583. **Dawson, Charles D.** Special report on spring vacation. Grand Rapids, Mich., Public schools, 1928. 6 p. ms.

A questionnaire was sent to 184 schools of Michigan having a school enrollment of 500 pupils and over, for the purpose of establishing a permanent time for the spring vacation.

1584. **Fenton, Norman.** Textbooks as students see them. 1928. California bureau of juvenile research, Whittier state school, Whittier, Calif. Journal of education, 107: 70-71, January 16, 1928.

1585. **Fort, M. K.** A quantitative study of pupil activity during the recitation period. Master's thesis, 1927. George Peabody college for teachers, Nashville, Tenn.

Six units of study were observed in the Peabody demonstration school for a total of 58 periods. The pupil activity during the recitation period was checked and compared with their test grades and their intelligence quotients. Also the amount of activity when a large number of visitors were present was noted. A higher correlation was found between activity scores and intelligence quotients. There was more pupil activity when a large number of visitors were present.

1586. Halberstadt, Loring C. A study of absences and tardiness in relation to teacher's marks and intelligence. Master's thesis, 1928. Indiana university, Bloomington. 73 p. ms.

1587. McCullough, Ashley Melvin. The opportunity of pupils to participate in a teacher's time. Master's thesis, 1927. University of Chicago, Chicago, Ill.

1588. Mann, Carleton Hunter. Time allotment practice in 444 cities including a study of trends from 1826 to 1926. Doctor's thesis, 1928. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1928. 202 p. (Contributions to education, no. 333)

From the findings of this study it is evident that standardization in time allotment practices in school systems of the United States is entirely lacking as far as the elementary schools are concerned. For example, some cities give 144 times as much time to nature study or elementary science in grades 1 to 6 as do others. A comparison of state-recommended allotments with actual practice of cities shows considerable disagreement. The states recommend less time to the three R's and more time to the content subjects than is given by the cities. Considering specific subjects, cities give more time to physical training, arithmetic, and spelling, and less time to nature study or elementary science, household and manual arts, history, and art and drawing than the average recommendation of the states.

1589. Schmidt, Frederick Karl. The effect of the new school plant on school attendance. Master's thesis, 1927. State university of Iowa, Iowa City. 47 p. ms.

1590. Secrest, Fred G. Methods of selecting and adopting textbooks by cities. Master's thesis, 1928. University of Southern California, Los Angeles.

1591. Shouse, John Lamar. A study of the seven-four-two plan of organization in Kansas City, Mo. 1928. University of Chicago, Chicago, Ill. 66 p. ms.

A study of the work done in the Kansas City school system through the junior college work. Findings: The plan economizes the time of the average pupil; it provides for work of good quality while it saves time for the average pupil.

1592. White, R. H. Elementary textbook selection for public schools in Tennessee. Master's thesis, 1927. George Peabody college for teachers, Nashville, Tenn.

After a study of the statutes, legal machinery, attitude of professional men and organizations, and of the results, the writer concludes that under the actual operations of the state uniform textbook law in Tennessee, there is a strongly warranted implication that the people have not secured textbooks cheaper, but that they have secured cheaper textbooks at an increased cost, and that professional opinion has been largely disregarded in the selection of the textbooks.

1593. Whitney, F. L. The relation of class size to school efficiency in the primary school. In National education association. Department of classroom teachers. Second yearbook, The child and his teacher. Washington, D. C., National education association, 1927. p. 163-79.

See also Items 5, 367.

CHILD ACCOUNTING

1594. Bridges, O. R. The elements of an adequate child-accounting system. Master's thesis, 1928. University of Oklahoma, Norman. 110 p. ms.

Findings: (1) Too many superintendents buy what agents have to sell and add to, but do not build up adequate, usable systems; (2) too few administrators now at work in Oklahoma understand the value of adequate records and reports; (3) every teacher-training institution should include in its curriculum courses in proper methods of child accounting; and (4) proposed model forms.

1595. Carroll, Jane M. Child and student teacher accounting. [1928] Kansas state teachers college, Pittsburg.

1596. Eggers, H. B. A permanent cumulative pupil record. Master's thesis, 1927. George Peabody college for teachers, Nashville, Tenn.

By evaluation of 894 items of child accounting records by 129 judges, items of information are discovered which are considered necessary by schoolmen, and these are incorporated into a card record. Some suggestions are made concerning other desirable records.

1597. **Fenton, Norman.** A record blank for the study of an individual child. 1927. California bureau of juvenile research, Whittier state school, Whittier, Calif. Marietta apparatus company, 1927.

1598. **Johnson, B. Lamar.** Investigation of permanent record cards for secondary schools. Master's thesis, 1927. University of Minnesota, Minneapolis. 117 p. ms.

Analysis of record cards now in use, with recommendations by high-school principals and specialists in secondary education teaching in institutions of higher education. Gives items concerning personal character traits, extracurriculum work, achievement, and intelligence tests, marks and credit information, data regarding entrance considered essential.

1599. **Metzger, Delton B.** Report cards to parents. Master's thesis, 1928. Ohio state university, Columbus. 98 p. ms.

An examination of 648 report cards, 140 questionnaires, and a large number of letters. Conclusion: A report card for each subject is very satisfactory.

1600. **Stenquist, John L.** Baltimore child accounting system. Baltimore, Md., Bureau of research, Department of education, 1928. 17 p.

A description of the Baltimore packet record system of individual record keeping for pupils, the Baltimore research bureau's class analysis chart for every class tested, and the method of providing city-wide summaries quickly and adequately.

1601. **Warren, Ohio. Public schools.** Report, Department of attendance and research, 1927-28. Warren, Ohio, Public schools, 1928. 90 p. ms.

Contains studies of attendance, age-grade, distribution of marks, testing and guidance, objective tests, and elimination from high schools.

See also Item 1114.

CLASSIFICATION, GRADING, AND PROMOTION

1602. **Brye, Edwin.** Methods of combining achievement test scores and the use of the results in the diagnosis and classification of pupils. Master's thesis, 1927. University of Chicago, Chicago, Ill.

1603. **Ching, J. F.** Elementary term progress report, December 1927. Oakland, Calif., Bureau of curriculum development, research and guidance, Public schools, 1928. 10 p. ms.

A summary of promotions by schools and by grades for pupils in grades one to six.

1604. **Godbey, W. A.** The relation of the rate of progress in the elementary school to the I. Q. Master's thesis, 1927-28. Washington university, St. Louis, Mo.

1605. **Graham, George Alfred.** A study of the methods by which high-school pupils are grouped upon a basis of ability to learn. Master's thesis, 1927. Northwestern university, Evanston, Ill.

1606. **Hellman, J. D.** Factors determining achievement and grade location. 1928. Colorado state teachers college, Greeley.

1607. **Kelly, E. Lowell.** A study of the relative influence of some of the factors determining school achievement and grade location. Master's thesis, 1928. Colorado state teachers college, Greeley.

1608. **Kruger, Lewis Dunn.** Methods of classifying junior high school pupils. Master's thesis, 1928. University of Chicago, Chicago, Ill. 70 p. ms.

A study of various statistical procedures for comparing and combining test score when on incommensurable scales. Findings: There is no significant difference in results obtained by the use of the various procedures.

1609. **Lynch, Eugene Baker.** A study of pupil classification and promotion in the elementary grades of the Odebolt public school. Master's thesis, 1927. State university of Iowa, Iowa City. 114 p. ms.

1610. **McCall, William A., and Bixler, H. H.** How to classify pupils. Doctor's thesis, 1928. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1928. 83 p.

This is a manual for teachers describing the techniques of the TGBF scale.

1611. **McKinney, H. T.** Promotion of pupils, a problem in educational administration. Doctor's thesis, 1928. University of Illinois, Urbana. 180 p. ms.

Thirteen thousand five hundred pupils advanced on basis of 100 per cent advancement for six weeks probation and all who did as well as in the preceding grade or sufficiently well in the judgment of the receiving teacher to be retained in the advance grade were regarded as promoted. The experiment was continued three successive semesters and the general average of scholarship for all subjects by all pupils for each semester was 80.7, 81.2, and 81.4, showing that the scholastic standards were not lowered. The number in each semester which would have been required by the traditional procedure to repeat was determined by the investigator from the respective teachers and these prospective repeaters were instructed in the regular classes during the probationary period. This method of advancing pupils showed a saving of about 3 out of every 4 repeaters.

1612. **Philadelphia, Pa. Public schools. Division of educational research and results.** Promotion rates in elementary schools, term ended January 1928. Philadelphia, Pa., 1928. 7 p. ms. (Bulletin, no. 84)

Findings: The rate of promotion for all elementary grades in January, 1928, was higher than that of any previous period for which there is a record (87.6 per cent). Much of this increased promotion rate is due to increasing attention to the individual needs of pupils within regular class organizations, or in special groups of pupils taught by supplementary teachers.

1613. ———— Report on subject promotion rates in senior high schools. Philadelphia, Pa., 1928. 12 p. ms. Subject promotion rates in junior high schools. Philadelphia, Pa., 1928. 7 p. ms.

1614. **Tirey, Ralph N.** The effect of acceleration (double promotion or skipping) of school children. Master's thesis, 1928. Indiana university, Bloomington.

1615. **Townsend, Marjorie.** The effect of grouping pupils into bright, normal and slow classes in elementary school. 1927. Syracuse university, Syracuse, N. Y.

See also under Individual differences, and Items 68, 1210, 1368.

CURRICULUM MAKING

1616. **Bennett, H. G., Conger, N., and Scroggs, Schiller.** First steps in curriculum making. [1928] Southeastern teachers college, Durant, Okla. 281 p. ms.

1617. **Cocking, Walter D.** Administrative procedures in curriculum making for public schools. Doctor's thesis, 1928. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1928. 120 p. (Contributions to education, no. 329)

In addition to a careful study and evaluation of the writings on the administration of curriculum programs of public schools, a detailed analysis has been made of the administration of the curriculum programs of certain progressive cities which have been carrying on comprehensive programs of curriculum making. The cities studied were Denver, Houston, Long Beach, Madison, Minneapolis, Oakland, Oklahoma City, Port Arthur, Rochester, San Antonio, Sioux City, and St. Louis. The practices in these cities were analyzed in the light of the principles of sound administration. The results of this study should guide those responsible for curriculum making in public schools in the formation and administration of their programs.

1618. **Davis, Paul Leslie.** Suggested modifications in the curriculum of the Ames, Iowa, high school in the light of the vocational destinations of its alumni. Master's thesis, 1927. Iowa state college, Ames. 57 p. ms.

A study of 416 alumni of the Ames (Iowa) high school, arranged in four groups on basis of scholarship, to determine the percentage of each group subsequently attending college, the courses chosen, their success in college studies and their final occupational distribution. Findings: (1) A larger percentage of the two higher groups chose professional courses than of the two lower groups; (2) a close correlation was found between high school and college grades; (3) approximately twice as great a percentage of the two higher groups who entered college remained until graduation as of the two lower groups.

1619. **Denver, Colo., Public schools.** The Denver program of curriculum revision. Denver, Colo., 1927. 103 p. (Monograph, no. 12)

This monograph contains a brief history of the Denver program of curriculum revision, the philosophy of the program, the organization and administration, typical procedures used by curriculum revision committees, construction and use of curriculum tests in Denver, etc.

1620. **Graham, Lorena.** The elementary curriculum of the state. 1928. Emory university, Atlanta, Ga.

Analysis of curriculum data secured from 30 towns and counties, and from state course, by questionnaire and syllabi. Findings: Wide diversity in time, emphasis, range, and administrative organization in connection with the schools studied.

1621. **Herriott, M. E.** Reconstruction of the secondary school curriculum: its meanings and trends. 1928. University of Illinois, Urbana.

An attempt to identify and interpret the trends in the secondary school curriculum since about 1890.

1622. **Hollywood, Martha.** Curriculum reconstruction. 1928. Fordham university, New York, N. Y. 25 p. ms.

This study is concerned chiefly with New York city.

1623. **Lacy, Nan.** A method of curriculum reorganization. Raleigh, N. C., Public schools, 1928.

The aim of the study is to show how the curriculum may be organized around larger units.

1624. **Leonard, George Franklin.** Social aspects of education pertaining to curriculum construction. Master's thesis, 1927. Butler university, Indianapolis, Ind.

1625. **Massachusetts. State department of education, Boston.** Curriculum revision in Massachusetts. *In its Annual report*, 1927. 20 p.

1626. **Michigan. Department of public instruction, Lansing.** Course of study syllabus, elementary schools. 15th ed. 1928. 180 p.

A course of study for use in developing certain concepts, habits, skills, and attitudes, in order that the pupils may grow in power and ability, as well as become master of certain information.

1627. **Minnesota. Department of education, Minneapolis.** Curriculum for elementary schools, June 1928. Rev. ed. 656 p.

1628. **Monroe, Walter S., and Herriott, M. E.** Reconstruction of the secondary school curriculum: its meaning and trends. Urbana, University of Illinois, 1928. 120 p. (University of Illinois bulletin, vol. XXV, no. 42, June 19, 1928. Educational research bulletin, no. 41)

Changes in educational thinking relative to secondary education which have occurred since the Report of the Committee of ten in 1893, are here set forth. The changes in objectives show the conflict that has been going on between the finishing and the fitting functions. Recognition and determination of more specific objectives have been accompanied by the tendency to make them the criteria for the selection of materials of instruction.

1629. ———, **Hindman, Darwin A., and Lundin, Roy S.** Two illustrations of curriculum construction. Urbana, University of Illinois, 1928. 53 p. (University of Illinois bulletin, vol. XXV, no. 26, February 28, 1928. Educational research bulletin, no. 39)

This bulletin reports in a somewhat summary form the application of a general procedure of curriculum construction to two fields of instruction on the high-school level, one physical education, the other horticulture.

1630. **National education association. Department of superintendence. Commission on the curriculum.** The development of the high school curriculum. Washington, D. C., National education association, 1928. 584 p.

Edwin C. Broome, chairman.

1631. **Patterson, John W.** The organization and administration of a program for curriculum revision. Master's thesis, 1928. University of Oklahoma, Norman. 106 p. ms.

Findings: Most communities do not spend enough time in educating the public, the board, and the teaching staff to the idea of curriculum revision; revising the curriculum has become a fad lightly and hastily entered into and the results give evidence of the lack of organization and lack of knowledge of curriculum revision.

1632. **Peacock, Deane Stanfield.** Curriculum making and revision: some important factors affecting the development of interest and technique in curriculum-building in the United States. Master's thesis, 1928. Bates college, Lewiston, Me.

1633. **Proctor, William Martin.** Study of the relationship of college entrance requirements to curriculum revision in secondary schools. 1928. National committee on research in secondary education. *In* National education association. Department of superintendence. Sixth yearbook. The development of the high-school curriculum. Washington, D. C., National education association, 1928. p. 159-94.

The data presented were gathered by questionnaires, formulated by William Martin Proctor and Edwin J. Brown, sent out to high-school principals through the U. S. Bureau of education, and tabulated and analyzed by the Research division of the National education association, in cooperation with Doctor Proctor.

1634. **Schisler, W. R.** Elementary course of study making, present and past. Master's thesis, 1927. George Peabody college for teachers, Nashville, Tenn.

1635. **Shearon, Mrs. E. L.** Curriculum reorganization to meet the demands of changing civilization. Master's thesis [1928] North Carolina state college, Raleigh.

The city in which this curriculum reorganization took place is representative of any city operating under special charter. The first effort is to show the changes that science, through tested thought, has brought about in our modern civilization; the second is to show how our education has had to change in order to meet the demands made upon it by modern civilization; the third is to show how one city system has reorganized its curriculum in order to meet the demands of modern civilization; and the fourth, to suggest some views by which parents, patrons of schools, and others, may recognize in the project method of teaching a theory of education that calls for a fuller and better purposing than could ever be hoped for under the routine régime.

1636. **Texas.** State department of education, Austin. Course of study for elementary grades, public schools of Texas. Bulletin State department of education, vol. III, no. 4, September 1927. 186 p.

See also under Special subjects of curriculum, and Items 6, 126, 969, 980, 983, 990, 994, 998, 1015, 1031-1035, 1060, 1075, 1102, 1123, 1137, 1139, 1208, 1218, 1226, 1389, 1436, 1468, 1794, 1811, 2004-2005, 2024, 2031, 2045, 2047, 2050, 2085, 2102-2103, 2106, 2181, 2207-2208, 2215, 2219-2220, 2229, 2233, 2347.

EXAMINATIONS

1637. **Adams, A. W.** Comparative reliabilities of three forms of completion type examinations in high-school freshmen English. Master's thesis, 1928. University of Colorado, Boulder. 84 p. ms.

Three tests were given to classes in freshmen English in Childress, Tex., high school. Findings: No striking difference was shown in the reliabilities of the three forms, yet the results warrant the conclusion that the highest degree of reliability is given by the equal length blanks; the next highest by the dotted blanks (one dot for each letter of the missing word); and the lowest reliability on the three forms is given by the blanks varying in length according to length of missing words.

1638. **Barnett, Arden.** Effects of examinations and exemption on achievement in intermediate grades. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

Six hundred and twenty-two pupils, representing grades four to eight were studied. Findings: The examination system has a much greater effect on achievement than does the exemption system; required examinations have the greatest effect on achievement in the upper quartile, and the least effect in the lower quartile. The effect of examinations on achievement in the middle group is considerable, and is greater for the upper half of the group than for the lower half.

1639. **Bassill, E. C.** The difficulty of positive and negative statements of the new type examinations in English classics. Master's thesis, 1928. University of Colorado, Boulder. 83 p. ms.

One hundred freshmen, 65 sophomores, 50 juniors, and 40 seniors in high-school English were studied. Findings: In a true-false examination, negative statements were more difficult than positive statements; about two-thirds of the students found the negative statements more difficult, while one-third found positive statements more difficult. Sex is not an important element in the responses of students to a true-false examination.

1640. **Ellis, Robert S.** Standardizing teachers' examinations and the distribution of class marks. Bloomington, Ill., Public school publishing company, 1927. 170 p.

1641. **Geissler, L. B.** Value and use of objective examinations. 1927. Virginia committee on research in secondary education. Charlottesville, University of Virginia extension division, 1927. 19 p.

Findings: Objective examinations are preferable as necessary means for measuring school progress of pupils and for diagnosis of pupils and teachers and products and methods of teaching.

1642. **Harr, A. C.** Comparative reliabilities of the Indiana eighth-grade examinations administered in Clay county, Ind. Master's thesis, 1928. University of Colorado, Boulder. 40 p. ms.

Presents the results of the Indiana achievement tests in eight subjects given to 374 pupils of the eighth grade in Clay county, Ind., in 1927. Findings: The reliability of each of the tests was significant (ranged from 0.81 to 0.92). The reliabilities of the American history, Indiana history, geography, language, and reading tests were high. The reliability of the civics and physiology tests could probably be increased by increasing the number of exercises.

1643. **Macune, Katherine.** Comparative value of new type examinations in plane geometry. Master's thesis, 1927. University of Colorado, Boulder. 78 p. ms.

True-false, completion, and multiple choice examinations were given to 378 pupils. Findings: True-false examinations are best suited to the content of plane geometry. True-false and multiple choice tests are very nearly equal in value as measures of achievement in plane geometry. True-false and multiple choice examinations are more reliable measures in the content of plane geometry than completion examinations.

1644. **Moderow, Gertrude.** A study of semester examination questions in high schools in Oklahoma. Master's thesis, 1928. University of Chicago, Chicago, Ill. 91 p. ms.

The study included questions classified as subjective and objective, recall, and various types of thought questions. Findings: Few objective questions used, recall overemphasized, prevailing practice not in harmony with type of work recommended by authorities.

1645. **Morland, B. D.** The use of the final examination in the four-year accredited high schools in Illinois. Master's thesis, 1928. University of Chicago, Chicago, Ill. 98 p. ms.

A study of 182 fully accredited four-year high schools, enrolling about 129,000 pupils and 5,288 teachers. Findings: 160 schools conduct final examinations; 22 do not.

1646. **Piepenbrink, Anna L.** Essay vs. short answer examination. Master's thesis, 1928. George Washington university, Washington, D. C. 84 p. ms.

Findings: Reliability was slightly in favor of essay type.

1647. **Simms, T. B.** Comparison of reliability of old and new type examinations based upon the intelligence of college freshmen. Master's thesis, 1928. University of Colorado, Boulder. 44 p. ms.

A study of 110 freshmen in education at Trinity college, Watahatchie, Tex. Findings: New type tests were more reliable than the essay type, and also showed higher correlation with intelligence quotients. The multiple-choice ranked highest for first-year college students of education; the completion, second; the true-false, third; and the essay, fourth. New type tests were better fitted for the upper 50 percentile, but ranked about the same as the essay for the lower 50 percentile. The essay test has its values and should not be discarded.

1648. **Utne, Theodore.** State examinations in public schools of Minnesota. Master's thesis, 1928. University of Minnesota, Minneapolis. 107 p. ms.

An investigation of state examinations in Minnesota public schools. Findings: More use should be made of objective tests as time savers. Greater care is suggested in preparing and grading examinations.

1649. **Weidemann, Charles C.** Survey of elementary and secondary examination methods in Nebraska. 1928. University of Nebraska, Lincoln. 60 p.

See also Items 111, 483, 721, 1209, 1362, 1365, 1972, 2228.

EXTRACURRICULAR ACTIVITIES

1650. **Baird, Harry D.** The effect of employment upon grades and extracurricular activities of high-school students. Master's thesis, 1928. University of Chicago, Chicago, Ill. 47 p. ms.

This study is based upon 2,000 students of the Joliet, Ill., township high school, 300 of whom are employed. Findings: Employment outside of school hours under normal and average conditions does not affect school grades. Extremely long hours or exceptionally heavy work will, however, act to lower grades. Extracurricular activities (clubs, athletics, band, etc.) are very decidedly interfered with even by very easy and short-hour positions.

1651. **Boone, Frank D.** A study of collecting among children of Kansas in 1928. Master's thesis, 1928. University of Kansas, Lawrence.

1652. **Bowman, B. P.** Extracurricular activities in rural high schools. 1928. Kansas state agricultural college, Manhattan. 75 p. ms.

A study of methods of control, financing and supervision of extracurricular activities in 72 rural high schools in Kansas.

1653. **Bridges, Joseph G.** The Hi-Y club as an extracurricular activity in Mississippi high schools. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

Questionnaires were sent to a representative group of superintendents in whose schools Hi-Y clubs had been organized and to a representative group of Hi-Y club advisers; an investigation was made of the records, reports and publications found in the office of the state Y. M. C. A. secretary; and the contents of two volumes of the Hi-Y news bulletin were studied. Findings: The Hi-Y clubs and the individual members composing the clubs engage in many activities that contribute definitely to the welfare of the school and of the boys who are members of the clubs; the activities of the Hi-Y comply with the underlying principles set up as criteria for a legitimate extracurricular activity; the Hi-Y club conducted in the high schools of Mississippi has definite value as an extracurricular activity and is justifiable on this basis.

1654. **Burd, Mrs. Helen Allen.** A study of extraclass activities in the high schools of Kentucky. Master's thesis, 1928. Cornell university, Ithaca, N. Y.

A study of the character, control, and administration of extraclass activities in Kentucky based upon data from 336 high schools.

1655. **Clark, Beulah Belle.** A study of extracurricular activities in the United Lutheran colleges in America. Doctor's thesis, 1928. Teachers college, Columbia university, New York, N. Y.

Findings: There is no agreement in the program of nonathletic extracurricular activities. The deans of the college and students disagree and show a lack of understanding in the development of the college social life. Ten constructive suggestions are offered.

1656. **Conn, Merrill Z.** A study of organized student participation with special reference to the high schools of Logan county, Ohio. Master's thesis, 1928. Ohio state university, Columbus. 181 p. ms.

A study of principles, current procedures and practice in organizing the students of the various schools of the county for participation in county school affairs. Includes several typical constitutions for councils with general discussion of participation.

1657. **Croy, Otto Clement.** An evaluation of 4-H club activities in terms of educational objectives. Master's thesis, 1928. Cornell university, Ithaca, N. Y.

A study of the 4-H club activities of Ohio as evaluated by four different groups of persons interested in such activities in the state.

1658. **Dyer, Wilbur Clyde.** Present practices of financing annuals in Ohio schools. Master's thesis, 1928. Ohio state university, Columbus. 115 p. ms.

A study of 72 schools with enrollments from 60 to 2,900 pupils. Involves subscription campaigns, advertising, special methods of assessments—all expenses analyzed.

1659. **Eberhardt, Fannie.** The extraschool education of intermediate grade children. 1928. University of Chicago, Chicago, Ill. 120 p. ms.

An investigation concerning the out-of-school activities of intermediate grade children during a week of spring vacation. Conclusions: School life should impel children to high-grade activities outside of school.

1660. **Ferguson, A. C.** The school assembly. 1927. East Texas state teachers college, Commerce. 44 p. ms.

A questionnaire study of 57 high schools, a review of literature on school assemblies, and examples of assembly programs. Findings: (1) The assembly is the principal's period; (2) assemblies should be scheduled at least weekly and be at least a weekly full standard period in length; (3) assembly programs should accord with adolescent psychology; (4) assembly programs are best put on by clubs and organizations; and (5) care should be taken to make the programs predominantly interesting and recreative rather than too much of the instructive type.

1661. **Flinn, Virgil L.** A study of extracurricular activities in the public high schools of West Virginia. Master's thesis, 1928. Ohio state university, Columbus. 90 p. ms.

A study of the organization, administration, supervision and obstacles to realization of values.

1662. **Gelvin, Elizabeth D.** County contests and reflective thinking. Master's thesis, 1928. Ohio state university, Columbus. 56 p. ms.

Reflective thinking as criteria for judging county contests in Ohio by readings and questionnaires. Conclusions: Purpose, administration, and outcomes of contests violate in many respects the criteria of reflective thinking.

1663. **Gustafson, Gilbert T.** Extracurricular activities in Iowa high schools. Master's thesis, 1927. State university of Iowa, Iowa City. 114 p. ms.

1664. **Hill, W. Homer.** Extracurricular activities in the small high school. Master's thesis [1928] University of Oklahoma, Norman. 79 p. ms.

Covers one year of extracurricular activities in grades 9-10-11-12. Findings: (1) Desirable; (2) must be handled properly; (3) activities must be definitely scheduled at the school building; (4) number of clubs should be restricted to the number of available teachers; (5) activities should contribute to mental, physical, and moral welfare of pupils; (6) a record of participation should be kept to prevent over-participation; (7) there is an increase of participation as students progress through school; (8) when participation is not overdone there is no evil effect upon scholarship; and (9) there must be definite objectives and students as well as teacher must have these objectives definitely in mind.

1665. **Hutchings, Anne Hathaway.** Form and organization of extracurricular activities growing out of the English department. Master's thesis, 1928. Boston university, Boston, Mass. 37 p. ms.

This thesis points out that extracurricular activities are founded on a sound educational basis, that the English activities are an integral part of the English department, and that they correlate with the English work in all cases.

1666. **Kaderli, Fred.** A study of extracurricular activities with special reference to Texas high schools. Master's thesis [1928] University of Texas, Austin. 103 p. ms.

1667. **Knox, J. E.** The scholarship of students participating in extracurricular activities at the University of Colorado. Master's thesis, 1928. University of Colorado, Boulder. 63 p. ms.

A study of 854 students who participated in extracurricular activities at the University of Colorado, 1927-28. Findings: Those taking part in extracurricular activities ranked higher in scholarship than those not taking part; the women in activities had a much higher scholastic standing than the men in activities; students ranked highest who were engaged in activities similar to academic work; for women the number of activities had little effect on scholarship; for men, participating in three or more activities had a deleterious effect on scholarship; for both men and women those who participated in two activities ranked higher scholastically than those who participated in more or fewer activities.

1668. **Lawson, Fred D.** A survey of the administrative problems of club activities. Master's thesis, 1928. University of Kansas, Lawrence.

1669. **McCreery, Otis C.** Relationship of participation in extracurricular activities to success in college. Master's thesis, 1927. University of Minnesota, Minneapolis. 56 p. ms.

A study of 136 students, measuring relationship between extracurricular activities and success in college by computing correlation between activities and academic marks. Findings: Extracurricular activities are not a factor in lowering the scholarship of college students.

1670. **Mehus, O. Myking.** Extracurricular activities at the University of Minnesota. Address before the American sociological society, December 1927. Open book magazine of Kappa phi kappa, 6: 160-67, April 1928.

Questionnaires were sent to 1,000 alumni. Four hundred and eight questionnaires were returned. 68.6 per cent of those answering considered the extra-curricular activities of equal or more value than regular classroom work requiring the same amount of time. According to the replies received, the chief value of extracurricular activities seemed to lie in the fact that they offered direct face-to-face contacts with people instead of the formal contacts of the classroom and that they helped to develop enduring friendship and brought about a sense of loyalty to their fellowmen.

1671. **Miller, Earl J.** A statistical study of the relationship between extracurricular activities and scholarship. In Conference of deans and advisers of men. Secretarial notes on the tenth annual conference, 1928. p. 6-14.

This study deals with 4,000 men students registered in the University of California at Los Angeles, during the two years of 1925-26 and 1926-27. Findings: Men students engaged in extracurricular activities made slightly higher grades, on the average, than men not engaged in extracurricular activities. All men engaged in competitive athletics made the same average grade as was made by men not engaged in extracurricular activities. Fraternity men made a slightly lower average than that of nonfraternity men, but the difference was too slight to be significant; etc.

1672. **Miller, Paul S.** Persistency of extraclassroom interests after secondary schools. Doctor's thesis [1928] New York university, New York, N. Y.

The investigation was conducted in six high schools having an enrollment of 400 to 4,500. The study included 200 successful and 198 failing pupils.

1673. **Schrope, Mrs. Nora K.** The relation between scholastic success and participation in extracurricular activities [1928] Pennsylvania state college, State College. 20 p. ms.

1674. **Shepherd, Harry Raymond.** A survey of extracurricular activities in the senior high schools of Kansas City, Mo. Master's thesis, 1927. University of Chicago, Chicago, Ill.

1675. **Spitler, Clark H.** How to make extracurricular activities in a high school. Master's thesis, 1928. University of Denver, Denver, Colo.

1676. **Steig, Lester Roy.** The status, administration, and supervision of extracurricular activities in North Dakota high schools. Master's thesis, 1928. University of North Dakota, Grand Forks. 116 p. (Abstract in School of education record, November 1928, p. 53-57)

A report of the activities in 132 high schools of North Dakota, showing frequency of various activities, financial support and suggestions for improvement.

1677. **Thomas, Mother.** Religious and moral values of extra and semi-curricular activities in the girls' high school. Master's thesis, 1927. University of Notre Dame, Notre Dame, Ind.

1678. **Treadwell, T. K.** The status of extracurricular activities in the high schools of Oklahoma. Master's thesis, 1927. University of Oklahoma, Norman. 40 p. ms.

Statistical study of number, kind, cost, how handled, amount of time devoted to, and estimated value of, extracurricular activities in the high schools of Oklahoma.

1679. **Wisconsin. State department of education, Madison.** [Results of a questionnaire on state contests] 1928. 11 p. ms.

A tabulated statement of data received from 375 replies to a questionnaire on state contests, giving the reasons mentioned for and against state contests and quoting a few typical statements of reasons given by superintendents and principals for their attitudes on the question.

See also under Athletics, School journalism, and Item 937.

FAILURES OF PUPILS

1680. **Connors, Francis H.** A survey of statistical studies of failures in school, made since 1900. Catholic school interests, 6: 596-99, March 1928.

The purpose of this study was to survey among the articles on pupil failure those which had been based on statistics. Findings: The chief causes of school failure may be grouped under these headings: Emotional, mental, instructional, physical, and sociological.

1681. **Dawson, Charles D.** Special report on city failures of pupils, exclusive of special rooms, for the past 10 years. Grand Rapids, Mich., Public schools, 1928. 4 p. ms.

Findings: The greatest per cent of failures was in the 1-1 grade. There were slightly more failures in June than in January. The average failure for January was approximately 23.7 per cent and for June, 25.5 per cent.

1682. **Doylestown, Pa., High school.** Failures in high school. 1927. 8 p. Reports on method used in the study, extent and nature of failures, causes of failures as given by teachers, causes of failures as stated by pupils, and final summary.

1683. **Hurttable, Richard Byron.** An analytical study of pupil failures in high-school subjects with remedial programs. Master's thesis, 1928. University of Southern California, Los Angeles.

1684. **Roe, Marinita B.** Some causes of failure of junior high school pupils in the first year of senior high school and suggested remedies. Master's thesis, 1928. University of Southern California, Los Angeles.

1685. **Smith, A. A.** An analytical study of high-school failures. Master's thesis [1928] University of South Dakota, Vermilion. 79 p. ms.

1686. **Wrightstone, J. Wayne.** A study of certain factors and their relation to success and failure of high-school pupils. Master's thesis [1928] New York university, New York city.

The measure of the persistency of the extraclassroom interests of Summit high school students after these students have completed secondary school life.

See also Items 366, 573, 576, 629-630, 666, 720, 815, 1061, 1266, 1350.

MARKS AND MARKING

1687. **Benefiel, James Harvey.** A study of the respects in which pupils whose school marks are below average vary from those whose school marks are average. Master's thesis, 1927. University of Chicago, Chicago, Ill.

1688. **Bennett, Raymond D.** Policies of state universities in reporting students' marks. Educational research bulletin (Ohio state university), 7: 155-58, April 18, 1928.

This study contains a table showing the procedure followed in 25 state universities in reporting marks

1689. **Brainerd, Margaret S.** Marks assigned by Martins Ferry teachers, 1926-27, 1927-28. Martins Ferry, Ohio, Public schools, 1928. 20 p. ms.

A statistical study made semiannually for the past five years in an effort to induce thoughtful grading. Comparisons show what education of teachers brings marks assigned throughout system close to norm.

1690. **Branson, Ernest P.** Distribution of high-school marks. Long Beach, Calif., Department of research, City schools, 1928. 21 p. ms.

Tabulation and discussion of junior and senior high and junior college marks by departments and schools. Discusses articulation of sex differences. Recommends better articulation, a flexible curve, objective tests, better midsemester marks, better definition of meaning of marks:

1691. ——— Report of elementary marks. Long Beach, Calif., Department of research, City schools [1928] 8 p. ms.

Percentage distribution and average marks by grade, subjects, and platoon and nonplatoon elementary schools. Findings: Spelling was marked highest, arithmetical reasoning lowest. Girls receive higher marks than boys. Recommends a study of marking theory, regulation of home study in departmentalized and platoon schools, changes in spelling course of study, a conscious effort to motivate study for boys, and discusses the lack of articulation between segments of the system.

1692. **Carter, R. L.** Distribution of teachers' marks. DeLand, Fla., Department of public education [1927] 14 p. ms.

An analysis of the distribution of teachers' marks in all white schools of Volusia county for the year 1926-27, grades 2 to 12. Conclusions: Heterogeneous practice of distribution.

1693. **Ching, J. F.** Low seventh scholarship report for term ending December 1927. Oakland, Calif., Bureau of curriculum development, research and guidance, Public schools, 1928. 15 p. ms.

Gives a summary of marks by subjects for all pupils completing their first semester in junior high school.

1694. **French, John Martin.** The value of tests and teachers' marks as a means of predicting the success of students in high school. Master's thesis, 1927. University of Chicago, Chicago, Ill.

1695. **Garlough, Leslie Nathan.** A suggested system of marking based on standard deviation. Master's thesis, 1927. University of Minnesota, Minneapolis. 72 p. ms.

An investigation of marks and marking systems. Gives a suggested system based on per cents of pupils receiving A's, B's, C's, etc., for the past five years in a given school expressed in standard deviation units.

1696. **Gluck, Harold.** A study of the marking system in a city high school. Master's thesis, 1927. College of the city of New York, New York, N. Y. 48 p. ms.

A survey of marks given over a period of five years by various teachers and in various subjects. The author emphasizes the outstanding lack of uniformity in standards of marking.

1697. **Harper, Byrl D.** A critical analysis of certain merit systems. Master's thesis, 1928. University of Southern California, Los Angeles.

1698. **Palleri, Nazzareno.** Relationship of study-time to intelligence, and school marks. Master's thesis, 1928. College of the city of New York, New York, N. Y. 29 p. ms.

Correlations among study-time in four subjects, intelligence, and marks in four subjects for the first year of high school. Findings: (1) I. Q. yields low correlations, ranging from -0.25 to 0.39 with one term mark in school subjects.

See also Items 114, 257, 302, 452, 558, 867, 1076, 1579, 1586, 1601, 1640, 1849, 1866, 2110.

RETARDATION AND ELIMINATION

1699. **Austin, Richard Cannon.** Carroll county, Tenn., eighth-grade graduates not in school. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

In the 1926 eighth-grade class of Carroll county, Tenn., there were 268 pupils certificated for high school. From this group there were 21 who did not enter high school. The scope of this study is limited to this group. Findings: Eliminations are over three times as frequent among boys as among girls; the older the student is at the time of finishing grammar school, the greater is the probability of that pupil being eliminated; economic conditions were responsible for only 9.52 per cent of the eliminations; heads of the family were responsible for 42.85 per cent of the elimination; etc.

1700. **Boyer, Philip A.** School progress and elimination. Philadelphia, Pa., Division of educational research, Board of education, 1928. 36 p.

This study includes the elementary, junior, and senior high schools in Philadelphia.

1701. **Chase, Vernon E.** The age-grade status of pupils in the Fordson public schools. Fordson, Mich., Bureau of research and statistics, Public schools, 1927. (Bulletin, no. 8.)

1702. **Doney, Russell.** Annual age-grade report. Kalamazoo, Mich., Department of research, Public schools, 1928. 12 p. ms.

An age-grade survey of 9,164 pupils of grades 1 to 12. Twelve tables presented on (1) enrollments by grades, schools, and ages; (2) acceleration and retardation by grades and schools. Reports show that the age-grade distribution throughout the school system is very satisfactory. The general situation in this regard has not changed greatly during the year.

1703. **Ervin, J. S.** Elimination of students from the high school. Master's thesis, 1928. West Virginia university, Morgantown.

1704. **Flóyd, James R.** Age-grade progress. Plainfield, N. J., Public schools, 1928. 13 p. ms.

The study gives the age-grade progress situation from the kindergarten through the twelfth grade.

1705. **Halstead, Carl Nelson.** A study of overage pupils in high school. Master's thesis, 1927-28. University of Chicago, Chicago, Ill. 110 p. ms.

[A study of the mental ability, will temperament, characteristics, and school grades of 200 pupils of grades 10 and 11. Findings: Very little correlation between mental ability and school marks, or will-temperament scores.

1706. **Leland, Bernice.** Observations and suggestions on educational diagnosis and remedy. 1928. Detroit teachers college, Detroit, Mich. 31 p.

A summary of practical information on observing, testing, and remedying cases of normal children educationally retarded. Primarily for use of less experienced teachers. Findings: Many such cases are not adequately cared for, through lack of initiative on the part of the teacher.

1707. ——— Your pupils and mine—case studies in reading, arithmetic, spelling. 1928. Detroit teachers college, Detroit, Mich. 118 p. ms.

A series of studies giving personal and school histories, diagnosis, remedy, and results. All are cases of educational retardation in given subject. Study contains some general material pertinent to cases studied. Findings: Extreme retardation among normal children. Certain effective treatment noted.

1708. **Massachusetts, Department of education. Bureau of research and statistics, Boston.** An age-grade study in Massachusetts, 1927. 14 p. ms.

This study considers the age-grade distribution as found in the kindergarten and 12 years of elementary and high school work in cities and towns. Findings: 26.1 per cent of the boys were underage; 61.9 per cent were normal; and 12 per cent were overage. Among the girls 30.3 per cent were underage; 61 per cent were normal; and 8.7 per cent were overage. For both boys and girls the percentages were 27.7 underage; 62 per cent normal; and 10.3 per cent overage. The percentage of underage girls is greater than in the case of boys, and the percentage of overage boys is greater than in the case of girls.

1709. **Noble, M. C. S., jr.** An age-grade index of pupils in the 100 counties of North Carolina. Raleigh, North Carolina State department of public instruction [1928].

Considers several means of testing and measuring counties according to age-grade distribution.

1710. **Russum, Julius Franklin.** Causes of retardation in elementary grades of Rankin county, Miss. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

The tests used in this investigation included the Stanford achievement primary, Form A, and the Advanced examination, Form B, the National intelligence test, Scale A, Form I, and the Pintner-Cunningham primary mental examination, Form A. Findings: The percentage of retardation was high; it was highest in the second grade and lowest in the fifth grade; the percentage of retardation was higher for boys than for girls; low intelligence was the predominating cause of retardation. Other contributing causes were physical defects, irregular attendance, shifting population, and late entry.

1711. **Wilson, William McDonald.** A study of causes of retardation in elementary grades. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

In this investigation, the white children of the first six elementary grades of the Pineville, Ky., city schools, were studied. Intelligence tests were given to all children; the Stanford achievement test was given to the children of grades two to six, inclusive. Of the 507 children in this study, 4 per cent were accelerated, 43 per cent were found to have made normal progress, and 50 per cent of them were retarded. The causes of retardation were found to be shifting population, poor attendance, bad health, bad home conditions, withdrawals of 6-year old children in the first grade, dullness, crowded conditions in the first grade, physical defects, laziness, late entrance, lack of a more liberal plan of promotion, and accidents. The first six named factors are those which seemed to be the greatest contributors to the retarded condition.

See also Items 89, 1054, 1059.

STUDENT SELF-GOVERNMENT

1712. **Andrus, Ethel Percy.** The determination and function of a course for the training of student officers in high schools. Master's thesis, 1928. University of Southern California, Los Angeles.

1713. **Castell, Stanley.** A study of constitutions of pupil-government organizations in high schools. Master's thesis, 1928. University of Chicago, Chicago, Ill. 90 p. ms.

One thousand requests were sent to 48 states; 504 replies were received; 221 constitutions were received and analyzed. Findings: Great variability. Principal retains the veto power usually. Discipline and financial matters not delegated to pupils.

1714. **Claggett, H. E.** The status of student participation in government in the county high schools of Ohio. Master's thesis, 1928. Ohio state university, Columbus.

1715. **Corbell, Oscar M.** Student participation in high-school government. Master's thesis, 1928. University of Oklahoma, Norman. 85 p. ms.

Extent of practice, forms of organization used and their powers, and the success of various undertakings together with report of experiment. Findings: Elaborate plans too cumbersome for immature students; most difficulties arise with use of disciplinary powers by these organizations.

1716. **Dirks, Isaac T.** A study of student government in the high schools of the third-class cities of Kansas. Master's thesis, 1927. University of Kansas, Lawrence.

1717. **Ringdahl, N. Robert.** Student councils in city high schools. Washington, D. C., 1928. 4 p. ms. (U. S. Bureau of education. City school circular, 1927-28, no. 4, March, 1928)

A questionnaire study on student councils in 179 representative high schools. Reports information concerning organization, achievements, success, and dangers of student councils.

SCHOOL BUILDINGS AND EQUIPMENT

1718. **Baer, C. E.** Minimum lists of laboratory equipment for the high school sciences. Albany, New York state department of education, 1928. 18 p.

A cooperative project on the part of science teachers and supervisors to construct minimum lists of apparatus for instruction in high-school sciences.

1719. **Bennett, Henry Eastman.** School posture and seating. 1928. American seating company, Chicago, Ill. Boston, Ginn and company, 1928. 323 p.

Physiological bases; measurement of pupils. posture observations, conclusions as to design and dimensions of seats and desks for all grades, arrangement with reference to light, proper adjustment and movement, types of seating and practical points related to selection and use of seating equipment. Findings: Seats generally are too high, many are too deep in seat.

1720. ——— Seating surveys of elementary schools of Grand Rapids, Mich., and of public schools of Charleston, W. Va. 1928. American seating company, Chicago, Ill.

A study of precise dimensions of every seat and desk and relation to segmental proportions and posture of each occupant, also mechanical condition in detail and various general facts. All data regarding suitability, serviceability, durability, physical condition, comfort and postural effects of all types of seating and lighting conditions have been collected.

1721. **Bow, W. E., and Lessenger, W. E.** Analysis of educational space layout for Teachers college building. 1928. Detroit teachers college, Detroit, Mich. 50 p. ms.

A scientific study of building needs for Teachers college based on curricula and various numbers of students.

1722. **Brandon, Frederick.** Some cases of cooperative community school building. Master's thesis, 1927. George Peabody college for teachers, Nashville, Tenn.

1723. **Cowles, LeRoy E.** A school building survey of the east side of Granite school district. 1928. University of Utah, Salt Lake City. 90 p. ms.

Recommends reorganization on 6-3-3 plan, with two new junior high school buildings.

1724. **Denniston, Albert Bruce.** An objective score card for measuring existing elementary school buildings. Master's thesis, 1927. University of Pittsburgh, Pittsburgh, Pa.

1725. **Denver, Colo. Public schools.** The Denver school building program. Denver, Colo., 1928. 78 p. (Monograph, no. 13)

A summary of the public-school building program which has been recently completed in Denver, showing the organization for carrying out the building program, school building policies and standards, characteristics of the Denver school-building program, furnishing the buildings, etc.

1726. **Doutt, William A.** A study of the natural lighting of classrooms of the elementary schools of Kansas City, Mo., 1880-1927. Master's thesis, 1928. University of Kansas, Lawrence.

1727. **Eckles, W. G.** A program for a division of school building service of the Department of education of Mississippi. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

A study of Mississippi's needs for a school building service and of the school building service in the other states and a suggested program to meet Mississippi's needs.

1728. **Engelhardt, N. L.** Report of the school-building program of West Aurora, Ill. New York city, Teachers college, Columbia university, 1927. 29 p.

Recommends the consolidation of the school districts of Aurora, placing them under one board of education. Also recommends that a research director be part of the organization.

1729. **Guthridge, Wallace H.** A measurement of high-school building utilization. Master's thesis, 1928. University of Kansas, Lawrence.

1730. **Hansen, Mary A.** A study of the provision of teacher unit offices—rest-room suites, and large rest rooms in high-school buildings. Master's thesis, 1928. University of Southern California, Los Angeles.

1731. **Hillis, Clyde C.** Tentative standards for science equipment for Indiana high schools. Master's thesis, 1928. Indiana university, Bloomington. 114 p. ms.

1732. **Hull, Osman R., and Ford, Willard S.** Santa Ana school housing survey. 1928. University of Southern California, Los Angeles. Los Angeles, University of Southern California, 1928. 88 p. (University of Southern California studies, 2d series, no. 6)

A study of the growth and development of the Santa Ana city high-school district, evaluation of the present school buildings, financial status of Santa Ana with respect to the support of an educational program, etc.

1733. **Hyames, Frank Marion.** A school building survey and a school housing program for the Campbell union high school. Master's thesis, 1927-28. Stanford university, Stanford University, Calif.

1734. **International kindergarten union, Washington, D. C. Committee on equipment and supplies.** Equipment and supplies. Baltimore, Md., Thomas and Evans printing company, 1927. 48 p.

A partial list of equipment as furniture, apparatus, toys, materials for handwork and the like for nursery schools, kindergartens, and primary grades.

1735. **Jordon, Gilbert John.** An analysis of construction and space provisions in Texas school building plans. Master's thesis [1928]. University of Texas, Austin. 97 p. ms.

1736. **MacNaughton, Davis Victor.** A tentative school building code for Texas. Master's thesis [1928]. University of Texas, Austin. 131 p. ms.

1737. **Matzen, John.** Codification of school supplies. 1928. University of Nebraska, Lincoln. 75 p.

1738. **Mayo, Scovel Sumner.** Efficiency in high-school building layout and arrangement. Master's thesis, 1927-28. Stanford university, Stanford University, Calif.

1739. **Mills, E. R.** Technique of fitting children with proper seats and desks. Master's thesis, 1927. George Peabody college for teachers, Nashville, Tenn.

A study of current literature and experiments in order to develop a safe technique for seating children. Current types of seats and desks are criticized and compared. It was found that percentage distribution tables are not reliable for use in seating classrooms, and that they are of real help only when purchasing a large number of desks.

1740. **Monahan, A. C.** Laboratory layouts for the high-school sciences. Washington, United States Government printing office, 1928. 31 p. (U. S. Bureau of education. Bulletin, 1927, no. 22)

1741. **Morrison, J. Cayce.** Mamaroneck school building survey. 1926-27. New York state education department, Albany. Mamaroneck, N. Y., Board of education, 1927. 32 p.

An analysis of the problems confronting the board of education, the historical background of the present school system, the present school plant, playgrounds, rapid growth of the school district, future growth, capacity of the present school plant, school organization, proposed extensions, ability to pay for increased school facilities; conclusions and recommendations.

1742. **Murray, Roscoe Lee.** Improvement of janitorial service through instruction and supervision. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

A score card of 21 items was set up for this study. The results of the experiment showed: (1) An improvement was made in each item except one and that ranked high at the first scoring; (2) the improvement was uniform in practically every item; and (3) the janitorial service improved when the janitors were instructed in their duties and supervised in their work.

1743. **Pugh, Jesse J.** Efficiency in the use of a school building. Master's thesis, 1928. Ohio state university, Columbus. 100 p. ms.

This study covers a number of features in the utilization of a certain school building. Findings: The school building studied was found to be operating at an efficiency of 37 per cent, to have a per pupil cost of \$460, and to be able to meet the needs of the community until the year 1940. In comparison with similar studies the building as a whole, and by separate rooms, was found to have a low efficiency of utilization.

1744. **Rader, Glen E.** Some factors affecting the efficient use of high-school buildings of Columbus, Ohio. Master's thesis, 1928. Ohio state university, Columbus. 130 p. ms.

Findings: There were great variations in the amount of space per pupil in the different subjects.

1745. **Sauer, Charles A.** School office equipment and management. Master's thesis, 1928. Ohio state university, Columbus. 137 p. ms.

An attempt to summarize school standards as to office equipment and management in such a way as to serve as a handbook for the superintendent or principal. Deals with administrative office suite, general clerical office, private offices, the one-room office in smaller schools, auxiliary administrative rooms, systems of intercommunication, and filing systems.

1746. **Smith, Henry Lester, and Chamberlain, Leo Martin.** A bibliography of school buildings, grounds, and equipment. 1928. Indiana university, Bloomington. Bloomington, Ind., Bureau of cooperative research, 1928. 326 p. (Bulletin of the School of education, Indiana university, vol. IV, no. 3, January 1928)

Books or portions of books devoted to the subject of school buildings, grounds, and equipment, have, when available, been included regardless of the date of publication. Bulletins and periodical references have been limited to the period beginning January 1, 1906, and closing September 1, 1927. This is a classified bibliography of 2,263 titles, to which an index is appended.

1747. **Smith, Homer J.** Teaching aids for the asking. 1928. University of Minnesota, Minneapolis. Minneapolis, University of Minnesota press, 1928. 60 p.

A list of more than 500 informational booklets, job sheets, wall charts, etc., offered free or at small cost by manufacturing and sales organizations, selected on basis of educational value, classified and annotated. Most useful to teachers of science, geography, and industrial arts.

1748. **Smith, W. A.** Indication of the trend in educational philosophy in the United States as expressed in school equipment. Master's thesis, 1928. University of Akron, Akron, Ohio. 68 p.

Findings: Educational philosophy is especially reflected in the equipment in the schools of Gary, Ind., and Chicago, Ill.

1749. **Strayer, George D., and Englehardt, N. L.** School building needs in Bronxville, as presented by the Board of education, October 1927. New York city, Teachers college, Columbia university, 1927. 11 p.

Gives recommendations based upon a study of the needs of the community. Gives plans of building proposed.

1750. ——— School building program for district no. 6, town of Greenburgh, N. Y. New York city, Teachers college, Columbia university, 1928. 20 p.

1751. **Strayer, George D., and Englehardt, N. L.** A school building program for the city of Paducah, Ky. New York city, Teachers college, Columbia university, 1928. 87 p.

1752. **Thomas, Minor Wine.** Public-school plumbing equipment. 1928. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1928. 128 p. (Contributions to education, no. 282)

This study attempts to bring together and present in a clear, thorough, and concise manner criteria to determine standards for plumbing equipment in terms of the needs of the modern school. Presents a list of recommended standards representing the best standards yet worked out in conformity with the criteria. Only those standards are suggested for which there is some evidence to support them either from experimentation or from experience.

1753. **Ward, C. D.** Beautification of school grounds. Greenville, N. C., Pitt county public schools, 1928.

An experiment in beautifying the school grounds of Belvin union school. Fifty foundation shrubs, 1,000 hedge plants, 30 native plants, and 20 trees were set out. Rye was sown in front of the building. The attractive school grounds have resulted in permeating the entire community. Interior of school is attractive and teachers and pupils are more enthusiastic over school work.

1754. **Weatherhogg, John.** Codification of school equipment. 1928. University of Nebraska, Lincoln. 75 p.

See also Items 112, 1103, 1124, 1130, 1241, 2099.

HEALTH EDUCATION AND SUPERVISION

1755. **Ashton, Minnie Bennett.** The correlation between improvement in health and school progress—a study of undernourished children. Master's thesis, 1928. University of Southern California, Los Angeles.

1756. **Barbour, Elizabeth.** Health objectives as determined by activity analysis. Master's thesis, 1928. University of Chicago, Chicago, Ill.

1757. **Blackstock, Mary, and Stubblefield, Kathleen.** The healthy home. Asheville, N. C., Buncombe county public schools, 1928.

The purpose of this study was to improve the health habits of children.

1758. **Bost, Mrs. L. R., and others.** Willie's cold. An original play showing how to prevent the common cold. Salisbury, N. C., Rowan county public schools, 1928.

Results: Better attendance; happy, well children; children interested in health of entire community.

1759. **Boyd, R. E.** Supervised lunch period in a consolidated school where every child eats his lunch in classroom. Greenville, N. C., Pitt county public schools, 1928.

The aim of this study was to improve lunches of children and induce them to practice good habits during lunch period. Results: 75 per cent of children are bringing milk and fresh or canned fruit. Morale of school is greatly improved.

1760. **Brownell, Clifford Lee.** A scale for measuring antero-posterior posture of ninth grade boys. Doctor's thesis, 1928. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1928. 60 p. (Contributions to education, no. 325)

More than 2,000 antero-posterior posture silhouettes of first-year high-school boys were collected, from which a random sampling of 100 silhouettes was chosen. The silhouettes in the random sampling were arranged in order of merit by 100 competent judges of posture. The scale is composed of 13 silhouettes arranged in progressive steps of general posture quality.

1761. **Burkey, A. A.** Analysis of health program in public schools of McDonald. Master's thesis, 1928. Ohio state university, Columbus. 135 p. ms.

1762. **Butler, Edward W.** The new course in health education. Master's thesis, 1928. University of North Dakota, Grand Forks. 124 p. ms.

Physical education programs of high schools of North Dakota.

1763. **Cattell, Psyche.** Dentition as a measure of maturity. Doctor's thesis, 1928. Harvard university, Psycho-educational clinic, Cambridge, Mass. Cambridge, Mass., Harvard university press, 1928. 91 p.

The development of a scale for measuring dental age in school children and the relation of dental age to other phases of growth. Findings: Dental development can be measured. The relation of dentition to other phases of growth is positive but not high.

1764. **Cheney, Charles H.** Present status and emphasis in health education. Master's thesis [1928] New York university, New York, N. Y. 37 p. ms.

The results of interviews with more than 1,000 teachers, from kindergarten teachers to college presidents, on phases of health education. Findings: Teachers generally have no adequate knowledge of health or methods of teaching health.

1765. **Clemons, Samuel Patrick.** Health provisions in public schools of South Carolina. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

Data regarding present practices were obtained from a questionnaire sent to school administrators through the offices of the county superintendents of education of the various counties of South Carolina. Findings: The public schools of the state are not making adequate provisions for safeguarding and developing the health of the children. An analysis of present practices clearly shows that there is a definite need for improvement regarding medical care, health instruction, play and physical training, sanitary conditions, and nutrition.

1766. **Conry, Frances Irene.** Seasonal variation in height and weight of school children. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

A study of seasonal variation in growth in height and weight of 112 children from the Peabody demonstration school, Nashville, Tenn., and 211 children of the Harriman city school, Harriman, Tenn. Findings: A seasonal variation existed in the growth of the children studied. The greater gains in weight occurred in the fall and winter months—September, October, November, December, January, and February. The smaller gains were made in the spring months—March, April, and May. The gain in height was practically regular throughout the year.

1767. **Coulter, Bayard Lamar.** How Gorgas exterminated the yellow fever from Cuba, a type study. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

One of the purposes of this study is to organize a few vitally important health topics into a rich, full, concrete life unit with the belief and hope that it will be more teachable, interesting, and fascinating to children than the abstractions and fragmentary subject matter usually found in most textbooks. The subject matter presented is designed for instructional purposes in the junior high school.

1768. **Crowley, Miss Charlie.** Story of food project. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

A project worked out in three general science classes in a county high school. There were 85 students in the three classes, one-third more boys than girls. The aims in teaching this project were as follows: (1) To determine whether it is possible to interest children in a practical health program; (2) to see whether it is possible to replace poor health habits with good ones; and (3) to build up desirable habits and attitudes toward food, its care and use.

1769. **Davis, Alice Everett.** Correlations in the physiological and mental development of high-school boys. 1928. University of Chicago, Chicago, Ill.

1770. **Dawson, Frances M.** Case study of pupils of an open-air room with an evaluation of the effectiveness of the open-air program. Master's thesis, 1928. University of Southern California, Los Angeles.

1771. **Duffield, Thomas J.** Effect of mechanical and natural ventilation on the health of school children. 1928. Milbank memorial fund, New York, N. Y. Journal of the American society of heating and ventilating engineers, April 1928.

1772. ——— How much fresh air does the school child need? 1928. Milbank memorial fund, New York, N. Y. Journal of the American medical association, 90: 1276-78, April 21, 1928.

1773. **Duffield, Thomas J.** A preliminary note on radiant body heat and the school ventilation problem. 1928. Milbank memorial fund, New York, N. Y. American school board journal, 75: 65, July 1927.

1774. ——— School ventilation; its effect on the health of the pupil. 1928. Milbank memorial fund, New York, N. Y. American journal of public health, 17: 1226-30, December 1927.

1775. ——— School ventilation laws. 1927. Milbank memorial fund, New York, N. Y. Journal of the American society of heating and ventilating engineers, June 1927.

1776. ——— The school ventilation studies of the New York commission on ventilation. 1928. Milbank memorial fund, New York, N. Y. American school board journal, 76: 57-60, January 1928.

1777. ——— The school ventilation study in Syracuse, N. Y., school year, 1926-27. 1928. Milbank memorial fund, New York, N. Y. American journal of public health, 18: 326-30, March 1928, and in Nation's health, 18: 326-31, March 1928.

1778. **Dumond, Helen Elizabeth.** Appetite and hunger in children of the low-income groups. Master's thesis, 1928. University of Chicago, Chicago, Ill.

1779. **Elstein, M. A.** Study of health service system in the Cincinnati schools. Master's thesis, 1927-28. University of Cincinnati, Cincinnati, Ohio. 122 p. ms.

1780. **Gibson, Richard N.** Health work in Minnesota high schools. Master's thesis, 1928. University of California, Berkeley.

Findings: Health work is more fully organized in the larger schools where special health workers are employed; health work is still greatly neglected in the high schools of Minnesota; in the counties where county nurses are employed, more health work is done in the smaller high schools than in counties where there is no county nurse; the Minnesota public health association and similar organizations are doing a great deal in the smaller high schools which can not afford a nurse; health education is being carried on through the sciences.

1781. **Greene, Charles E.** Functions of medical and physical education departments. Results of a questionnaire. Denver, Colo., Public schools, 1928. 6 p. ms.

1782. **Hoefler, Carolyn, and Hardy, Mattie C.** Influence of improvement in physical condition on intelligence and educational achievement. 1928. Elizabeth McCormick memorial fund, Chicago, Ill. In National society for the study of education. Twenty-seventh yearbook. Nature and nurture. Bloomington, Ill., Public school publishing company, 1928. p. 371-87.

A study of a group of 343 elementary school children in Joliet, Ill. Findings: (1) A consistent tendency for children in better physical condition to have higher rates in intelligence and educational achievements; (2) a comparison of the final amount of gain of the final I. Q. over the initial I. Q. showed that the larger gains were consistently found with the better physical condition; (3) no apparent effect of the condition of tonsils was noted on intelligence but children who showed improvement on condition of tonsils had the highest rate in school improvement; (4) there was a definite superiority in the intelligence of noncoffee drinkers over coffee drinkers as evidenced by statistical reliability.

1783. **Housser, Edna.** Health education in the public schools: its place in the curriculum. Master's thesis, 1928. Tulane university, New Orleans, La.

1784. **Huggins, Bernice.** A study of the motor ability of junior high school students. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

A study of the relationship of motor ability to age, weight, height, grip, and lung capacity.

1785. **Jacobs, Leo L.** Health education in the secondary school curriculum. 1927. Syracuse university, Syracuse, N. Y.

1786. **Kempf, Grover A., Jarman, Bernard L., and Collins, Selwyn D.** A special study of the vision of school children. *In* United States. Public health service. Public health reports, vol. 43, no. 27, July 6, 1928. Washington, Government printing office, 1928. p. 1713-39.

The results of visual tests given to 1,860 school children of Washington, D. C., show that: (1) The simple Snellen test reveals but a small percentage of the actual number of refractive errors in children; (2) the myopic eye is nearly always discovered with the use of simple Snellen test; (3) the hyperopic eye is rarely found with the simple Snellen test, and then only the very severe types are revealed; (4) the astigmatic eye may be found with the simple Snellen test; (5) the frequency of myopia tends to increase between the seventh and twelfth years; etc.

1787. **Kingsbury, John A.** Educational aspects of the health demonstration. 1927. Milbank memorial fund, New York, N. Y. *In* The World's health, October 1927.

1788. **Lewis, Winifred.** A study of the status of health knowledge, health education and health of students of certain rural schools of Kansas. Master's thesis, 1928. University of Kansas, Lawrence.

1789. **Lincoln, Edith M.** Etiology of respiratory disease in the city and country school of New York. 1927. Bureau of educational experiments, New York, N. Y. Chicago, American medical association, 1927. 7 p. (Reprinted from the American journal of diseases of children, 34: 418-24, September 1927)

Environmental factors in the classroom and home of each child were studied, as well as the results of the physical examinations and a careful survey of his diet. The only direct correlations obtained were between absences due to respiratory disease and the presence of abnormal conditions in the upper respiratory tract and between absences due to respiratory disease and the amount of carbohydrate in the daily diet of the child.

1790. ——— The hearts of normal children. I. Clinical studies, including notes on effort syndrome. 1928. Bureau of educational experiments, New York, N. Y. American journal of diseases of children, March 1928. 13 p.

1791. ——— II. Röntgen studies. 1928. Bureau of educational experiments, New York, N. Y. American journal of diseases of children, May 1928. 20 p.

1792. ——— III. Electrocardiographic records. 1928. Bureau of educational experiments, New York, N. Y. American journal of diseases of children, June 1928. 32 p.

1793. **McClure, Virginia.** Health of rural-school child in Kentucky. Master's thesis, 1928. University of Kentucky, Lexington. 90 p. ms.

1794. **Maine. Department of education, Augusta.** Course of study in health and physical education. Elementary and high school. Augusta, Me., Commissioner of education, 1928. 153 p.

Arranged by Nellie W. Gordan and Paul A. Thomas.

1795. **Means, Hazel Elizabeth.** An analysis of 34 textbooks in physiology, health, and hygiene. Master's thesis, 1928. Indiana university, Bloomington. 113 p. ms.

1796. **Merrill-Palmer school, Detroit, Mich.** An outline for the teaching of nutrition and health in the elementary grades. Detroit, Mich., Merrill-Palmer school, 1928. 198 p.

1797. **Mooney, Walter Edwin.** New scientific materials for health education: Master's thesis, 1927-28. Stanford university, Stanford University, Calif.

1798. **Philadelphia, Pa. Public schools. Division of educational research and results.** Survey test in health education. Grade 8B, elementary and junior high schools. Philadelphia, Pa., 1928. 5 p. ms. (Bulletin, no. 85)

The results of this test show the degree to which pupils retain, for some months after the completion of the 8A term, the health knowledge taught in the grade. The general city median for all pupils tested is 25.9 questions correct, indicating that half of the pupils tested answered correctly more than 65 per cent of the questions of the test.

1799. **Pleasant, John L.** Eyesight conservation and schoolhouse lighting. Master's thesis, 1928. Indiana university, Bloomington. 99 p. ms.

1800. **Pryor, H. C.** Pryor health test. [1928] Kansas state teachers college, Pittsburg.

A series of tests covering all grades from kindergarten through high school.

1801. **Roberts, Lydia Jane.** Nutrition work with children. Doctor's thesis, 1928. University of Chicago, Chicago, Ill.

1802. **Ruger, Mabel E.** Problem of health supervision in boys' club study of local area in New York city. [1928] New York university, New York, N. Y.
Health supervision and protection activities carried on by schools in area, and by hospitals, health centers, settlements, and other social institutions in the local area.

1803. **Sawtell, Ruth Otis.** Studies in ossification and growth of children from one to eight years. Doctor's thesis, 1928. Columbia university, New York, N. Y. Bureau of educational experiments, New York, N. Y. American journal of diseases of children, 1928. 55 p. ms.

1804. **Simpson, Wesley Earl.** The school lunch. Master's thesis, 1927-28. Stanford university, Stanford University, Calif.

1805. **Westenberger, Edward J.** A study of the influence of physical defects upon intelligence and achievement. Doctor's thesis, 1927. Catholic university of America, Washington, D. C. Washington, D. C., Catholic university of America, 1927. 53 p.

The data for this study were gathered from one school of the city of Manitowoc, Wis., during the year 1926-27. Four hundred and four children of the second, third, fourth, fifth, sixth, seventh, and eighth grades were studied. The findings lead the investigator to doubt the assertion of other investigators that ordinary physical handicaps in the present sense are a retarding influence intellectually and scholastically. It seems that the influence of defects upon academic performance and intelligence has been somewhat exaggerated in the past.

See also Items 797, 959, 1869, 1870, 2244.

MENTAL HYGIENE

1806. **Durea, Mervin A.** Fundamental considerations in mental hygiene. Doctor's thesis, 1928. Ohio state university, Columbus. 168 p. ms.

An examination of the general theoretical position of mental hygiene. Conclusion: Mental hygiene, both generally and specially, is in need of a guiding theory.

PHYSICAL TRAINING

GENERAL

1807. **Atkinson, Ruth.** Methods of teaching physical education in the secondary schools. Master's thesis, 1928. University of Southern California, Los Angeles.

1808. **Benton, May L.** The relation of physical training and literary training. Master's thesis, 1927. George Peabody college for teachers, Nashville, Tenn.

1809. **Brady, Amybelle H.** An appraisal of physical education from the normal health viewpoint in secondary schools. 1928. Marquette university, Milwaukee, Wis. 228 p. ms.

1810. **Branon, Lorena.** Girls' physical education program for Texas junior high schools. Master's thesis, 1927. George Peabody college for teachers, Nashville, Tenn.

1811. **Brown, Margaret C.** An investigation of the curriculum of a normal school of physical education. [1928] Newark normal school of physical education and hygiene, East Orange, N. J. 20 p. ms.

This study gives teachers' opinions of the value in the teaching field of courses of study usually included in the curriculum of normal schools of physical education. Findings: The primary, positive value of the

activity courses, principles and methods of teaching these; the value of the foundation sciences; the need of more general education; the doubtful value of such courses as anthropometry and pathology; the need of a three-and four-year curriculum in physical education and health.

1812. **Cate, Emily Hearne.** Bodily movements in relation to educational gymnastics. Master's thesis, 1928. University of South Carolina, Columbia.

1813. **Coleman, Caroline W.** Physical education for girls in secondary schools. Master's thesis, 1928. University of Chicago, Chicago, Ill. 118 p. ms.

The study involved the personal inspection of 31 schools, and written reports of four schools. Survey included representative schools of superior, medium, and inferior departments of physical education; about half the schools had moderately adequate provisions in most respects. The scope of the survey was too limited to extend the conclusions to other schools.

1814. **Cook, Paul M.** The significance of anatomical development in relation to certain educational problems. Master's thesis, 1928. University of Chicago, Chicago, Ill.

Data accumulated in the Laboratory schools of the University of Chicago during a period of seven years were used in this study. Conclusions: (1) Anatomical development, as expressed by the ossification ratio, does not show any significant relationship to mental development as expressed either by the composite mental scores or by the I. Q.; (2) the relationship between general physical robustness and mental development seems to be no more significant than the relationship between anatomical development and mental development; etc.

1815. **Dotson, George Edgar.** The training of high-school physical directors in the state of California. Master's thesis, 1927-28. Stanford university, Stanford University, Calif.

1816. **Haddox, Clara.** A classification of rhythmical activities. Master's thesis, 1927. George Peabody college for teachers, Nashville, Tenn.

1817. **Harshberger, Edith Rodgers.** A study in the selection of prospective teachers of physical education. Master's thesis, 1928. University of Southern California, Los Angeles.

1818. **Hyde, Helen Irene.** A comparison of the physical characteristics of American, Japanese, and Mexican school children. Master's thesis, 1928. University of Southern California, Los Angeles.

1819. **Johnson, Ethel Wentworth.** Physical exercises as practiced among the early Greeks and Romans. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

This study attempts to collect and organize the material found in books on physical education listed in the Encyclopædia Britannica. Nine of these books have been chosen and studied.

1820. **McDonough, Thomas Edward.** An investigation of terminology in the field of physical education. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

This study is limited to terminology dealing with department names, course names, and classification of course names. It is not to include nomenclature used in gymnasiums, to facilitate the movement and teaching of classes. The recommendations suggest that the terms "physical education" and "health education" should be used for their respective departments. One term should never include the other. If it is necessary to coordinate the two departments, the term "Department of health and physical education" should be employed. The term "physical training" is not to be used as a name for a department, but under "physical education" it contains what are known as laboratory courses.

1821. **McDonough, Thomas Herman.** A physical training manual for Tennessee schools. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

The purpose of this physical training manual is to give a new stimulus and serve as a practical guide to the teachers of physical education in the state of Tennessee.

1822. **Mahan, Charles A.** Recreational physical education as compared with formal type of gymnasium physical education. 1928. Norwich university, Northfield, Vt. 15 p.

1823. **Potwin, Ross William.** A study of the physical growth of children in McPherson, Kans. Master's thesis, 1927. University of Chicago, Chicago, Ill.

1824. **Scott, Harry Alexander.** A personnel study of directors of physical education for men in colleges and universities. Doctor's thesis, 1928. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1928. (Contributions to education, no. 339)

Questionnaires were sent to 237 directors of physical education in colleges. Replies reveal many facts about the profession concerning the duties of directors of physical education, salaries, and vocational progress, academic status and training of directors, personal and social relationships, etc. It was found that 96.2 per cent of present day directors hold a baccalaureate degree.

1825. **Sheue, Harry M.** An experimental evaluation of certain objective tests in physical education. Master's thesis, 1928. University of Southern California, Los Angeles.

1826. **Shumway, Ernest Hill.** A study of the Arizona high school gymnasium and its uses. Master's thesis, 1928. University of Southern California, Los Angeles.

1827. **Somers, Florence A.** An evaluation of the procedures used in physical education experimentation. [1928] New York university, New York, N. Y.

1828. **Steinhaus, Arthur H.** Studies on the physiology of exercise. Doctor's thesis, 1928. University of Chicago, Chicago, Ill.

1829. **Steis, M. E.** Physical education in the private accredited secondary schools for girls of the District of Columbia. Master's thesis, 1928. American university, Washington, D. C. 60 p. ms.

Shows the personnel, organization, educational programs and methods used in the 15 accredited high schools for girls in the District of Columbia.

1830. **Walters, Nelle.** A study of the history of dancing. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn

A study of the origin and history of dancing, which, it is hoped, will lead to a more intelligent presentation of the dance in physical education.

1831. **Weidemann, Charles C.** Characteristics and duties of high-school directors of physical education and athletics. [1928] University of Nebraska, Lincoln. 30 p.

1832. ——— Present status of physical education in Nebraska high schools. [1928] University of Nebraska, Lincoln. 30 p.

1833. ——— Why physical directors fail and why they succeed. [1928] University of Nebraska, Lincoln. 10 p.

1834. **Whitney, F. L.** Assigning grades to individual students of large physical education exercise classes. 1927. Colorado state teachers college, Greeley. 5 p. ms.

1835. **Yarbrough, Thelma S.** A program of physical education training activities for elementary and high schools. Master's thesis, 1927. George Peabody college for teachers, Nashville, Tenn.

See also Items 1781, 1794, 1869, 2271.

ATHLETICS

1836. **Bailey, Donald W.** A comparative study of the intelligence and the scholastic achievement of athletes. Master's thesis, 1928., University of Southern California, Los Angeles.

1837. **Bovard, John F., and Cozens, Frederick W.** The "leap-meter." An investigation into the possibilities of the Sargent test as a measure of general athletic ability. 1928. University of Oregon, Eugene. University of Oregon publications, Physical education series, vol. 1, no. 2, June 1928, p. 99-119.

Findings: Selecting as a criterion of general athletic ability a battery of four tests measuring fundamental bodily skills; the Sargent test (best jump) offers a possibility of predicting general athletic ability.

1838. **Butterfield, M. E.** Some correlations among musical athletes. Pennsylvania state college, State College. 20 p. ms.

1839. **Carter, T. M.** A comparison of the scholastic success of athletes with other men students. 1928. Albion college, Albion, Mich. 12 p. ms.

Data were gathered over a five-year period, 1922-1927. Athletes make as high scholastic averages when competing in sports as when not competing. Scholastic standing of athletes is slightly lower than non-athletic men, but the difference is negligible.

1840. **Downs, Mary Williams.** Sportsmanship in literature. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

The literature studied ranges from the Iliad and Odessey of Homer to the books of the present day. Three hundred and seventy-two books were examined, 29 of which contained material for this study. Findings: This study shows a gradual development of primitive ethics and chivalry into sportsmanship and that there is a relationship between physical education and English.

1841. **Fossitt, Flavius J.** Comparative ratings of athletes and nonathletes in high school. Master's thesis, 1928. University of Kentucky, Lexington. 87 p. ms.

1842. **Fouts, Theron J.** The history and influence of football in Texas colleges. Master's thesis, 1927. Southern Methodist university, Dallas, Texas. 126 p. ms.

Preassociation and association development of football in Texas. Shows the influence of football on the players and the institutions.

1843. **Freyd, Max, and Bingham, W. V.** Athletics and scholarship. 1928. Personnel research federation, New York, N. Y.

A study of method, to determine best ways of reaching reliable conclusions as to effects of athletic participation on scholarship. Data from Columbia college, Class of 1925.

1844. **Hall, Robert Taylor.** The relationship between the mental achievement and accomplishment rankings of athletes and nonathletes in secondary schools. Master's thesis, 1927. Colorado state teachers college, Greeley.

1845. **Harper, Robert H.** Physical stimulation of high-school football. Master's thesis, 1928. University of Akron, Akron, Ohio. 112 p.

Weight measurements shows that all but two members gained an average of 5.97 pounds between the time of the first game and last game.

1846. **Hunt, R. L.** Uniform interscholastic high-school athletic regulations. Master's thesis, 1927. Colorado state teachers college, Greeley.

The chief aim of this study was to determine the aims, purposes, and ideals of the several state athletic associations, the requirements for membership, the general organization and powers of the boards of control, and several eligible regulations. Findings: Only five eligibility rules were found to be common to the 46 states having state organizations. It is evident from the study that there is a need of more uniformity, because of the many interstate and national tournaments. Girls' athletics were found to be very poorly organized.

1847. **Miller, Donald Waldo.** The extent and character of individual and group participation in sponsored and unsponsored athletic activities in seven Illinois high schools. Master's thesis, 1927. University of Chicago, Chicago, Ill.

1848. **Ready, Marie M.** State high-school interscholastic athletic association. Washington, D. C., United States Bureau of education, 1928. 14 p. ms.

1849. **Reist, Norman I.** A comparative study in terms of the teachers' marks of the scholastic records made by the male participants and nonparticipants in high-school athletics. Master's thesis, 1927. University of Kansas, Lawrence.

1850. **Speight, B. L.** The effect of the university interscholastic league on the high schools of Texas. Master's thesis, 1928. University of Colorado, Boulder. 71 p. ms.

Findings: The League's effects have been good as far as its influence has extended, but since only a little more than 33 per cent of the students actually take part in the contests it has failed to reach its objective. The great defect of the League is its failure to enlist the majority of the high-school students.

1851. **Young, Frank.** Local and associational control of high-school interscholastic activities. Master's thesis, 1927. Southern Methodist university, Dallas, Texas. 190 p. ms.

The study includes the development of organized athletics in American high schools, the history of bodies exercising control of athletics, specific problems involved in interscholastic relations, specific problems of control within the schools. Findings: Without organized interscholastic control of athletics, certain vicious and unsportsmanlike practices appear; state interscholastic organizations should be democratic but power strongly centralized; gate fees not sound basis of financing high-school athletics.

See also Items 1822, 1831, 2357.

PLAY AND RECREATION

1852. **Abrott, Andrew B.** Recreational facilities in the parochial schools of a large eastern city. Master's thesis, 1928. Catholic university of America, Washington, D. C. 55 p. ms.

The study included the size of the playground and its surface; its apparatus, equipment and supplies; enclosed play space; leadership; times for recreational activity; and finally recreational reading. Actual status of schools is presented and conclusions reached regarding the merit of the facilities of the respective schools by applying recognized objective standards.

1853. **Arnold, James Shailer.** The educational possibilities of the summer camps for boys. Master's thesis, 1928. University of Southern California, Los Angeles.

1854. **Blackhurst, Dorothy Jean.** The value of play apparatus for developing motor control in preschool children. Master's thesis, 1927. Iowa child welfare research station, State university of Iowa, Iowa City.

The value of play apparatus in developing motor control in preschool children was studied by means of observations of the spontaneous use of five types of play apparatus during a 30-minute play period each morning for 30 mornings and by means of four objective tests of motor control given twice with an interval of two months.

1855. **Burdick, Marjorie Janette.** Life values in summer camps. Master's thesis, 1928. Boston university, Boston, Mass.

1856. **Cherry, Thomas E., jr.** Commercialized recreation. [1928] New York university, New York, N. Y.

1857. **Cowell, Carolyn J.** A study of play activities of children with special reference to certain measures of physical growth and development. Master's thesis, 1928. University of Kansas, Lawrence.

1858. **Fox, Florence C.** Playgrounds of the nation. A series of projects on outdoor recreation and the conservation of forest life developed through a study of state parks and forests for elementary schools. Washington, United States Government printing office, 1927. 99 p. (U. S. Bureau of education. Bulletin, 1927, no. 20)

1859. **Hanna, Ben M.** Leisure time activities of normal and bright children in grades seven to twelve. Master's thesis, 1928. University of Chicago, Chicago, Ill.

1860. **Hofer, Mari B.** The recreations of the Greeks and Romans. Master's thesis, 1928. University of Southern California, Los Angeles.

1861. **Hulson, Eva L.** An analysis of the free play of four-year-old children through consecutive studies of individuals. Master's thesis, 1928. Iowa child welfare research station, State university of Iowa, Iowa City.

This investigation was undertaken to determine the choices and uses of play materials by 4-year-old children when as little direction and stimulation toward activity as possible were given aside from that provided by the materials. The number of times the material was chosen in relation to other materials, the time spent, the day to day persistence of the child's interest, and the social value of the material were determined.

1862. **Kelly, George A.** One thousand workers and their leisure. Master's thesis, 1928. University of Kansas, Lawrence.

1863. **Lusby, Margaret.** The leisure time of the city adolescent. Master's thesis, 1928. University of Cincinnati, Cincinnati, Ohio.

1864. **Masterson, James Thomas.** Philosophy and content of a curriculum in recreational education. Master's thesis, 1928. University of Notre Dame, Notre Dame, Ind.

1865. **Schlafer, George E.** Games and recreational activities for development of play skills and desirable attitudes. Master's thesis, 1928. Indiana university, Bloomington. 125 p. ms.

1866. **Shikles, Gail.** Play activities and school marks. Master's thesis, 1927. University of Kansas, Lawrence.

1867. **Warren, Margaret Wilson.** Plays and games of other nations and races. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

Material for this study was gained from books of travel, accounts by missionaries, and reports from those people who have lived in the various countries and made special studies of the play of the people. The chapters are arranged according to countries. The games listed range from the simplest of child plays to athletic sports of adults.

1868. **Wilkerson, Doxey A.** The influence of chronological age versus mental age on the play activities of boys. Master's thesis, 1927. University of Kansas, Lawrence.

See also Items 214, 967.

SOCIAL ASPECTS OF EDUCATION

1869. **American social hygiene association, New York, N. Y.** The colleges and sex education. 1927. 8 pamphlets.

Report I. Suggested outlines for a nondepartmental synthetic course of exercises for undergraduates. Report II. Departmental syllabi—A. Biology and zoology; B. Physiology and hygiene; C. Psychology; D. Sociology and social psychology; E. Physical education; F. Home economics; G. Education and educational psychology.

1870. **Blackstock, Mary, and Gonty, Mrs. John.** Playing home at school. Asheville, N. C., Buncombe county public schools, 1928.

The aim of the study was to supply needed healthful program for the home. Results: Improved home and school habits; better understanding and cooperation between home and school.

1871. ———, **Morris, Elizabeth C., and Mitchell, Lillian.** Playing home at school. Asheville, N. C., Buncombe county public schools, 1928.

1872. **Branson, Ernest P., and Stoker, Dora D.** Report of test on pleasure in the home and the needs of the body—Junior high school general science—8B. Long Beach, Calif., Department of research, City schools, 1928. 7 p. ms.

In this test the multiple choice questions were missed on the average by 38.7 per cent of the pupils; the true-false questions were missed on the average by 41.4 per cent of the pupils.

1873. **Brenizer, Harold B.** A social study of the graduates of the small town high school. Master's thesis, 1927. State university of Iowa, Iowa City. 75 p. ms.

1874. **Butterworth, Julian E.** The parent-teacher association and its work. 1928. Cornell university, Ithaca, N. Y. New York, The Macmillan company, 1928. 149 p.

A study of activities, objectives, and organization of 787 local associations in nine states. Findings: More definite objectives need to be set up; programs and activities should be based upon local educational needs; associations should analyze their activities in order to redirect them more intelligently.

1875. **Carleton, Clayton H.** Outline for developing and directing the sex idea from childhood to maturity. Master's thesis, 1928. University of Akron, Akron, Ohio. 34 p.

Findings: Sex teaching must be done by teachers; sex must be studied just as other courses such as mathematics and English.

1876. **Case, Charles.** A study showing the relation between the educational training of parents and the intelligence and school rating of their children. 1928. Ohio state university, Columbus. 50 p. ms.

The study covered 264 subjects in nine and ten grades—parental education ranging from 5 to 17 years. Subjects ranged according to I. Q. from 60 to 125. Findings: The better trained parents have more intelligent children who make better grades in school, have better attitude toward school work and have greater desire for higher education than children of parents with less educational training.

1877. **Coller, Edith Clark.** Some findings in the "Fitter families" examinations held at the Kansas free fair. Master's thesis, 1928. University of Kansas, Lawrence.

1878. **Cunningham, Loree Lamar.** Training course for volunteer boy leadership. Master's thesis, 1928. University of Notre Dame, Notre Dame, Ind.

1879. **Deady, Rev. Carroll F.** An historical study of the Boy scout movement in England and United States. Master's thesis, 1928. Catholic university of America, Washington, D. C. 43 p. ms.

The educational, religious, and social aspects of scouting are considered.

1880. **Farley, Belmont Mercer.** What to tell the people about the public schools. Doctor's thesis, 1928. Teachers college, Columbia university, New York, N. Y. (To be published)

The purpose of this study was to learn the topics of interest that may be made the subject of educational publicity. The study demonstrated the application of an interest measuring technique used in commercial publicity research to the field of educational publicity.

1881. **Farley, Nancy Lee.** Educational publicity in the newspapers of Chicago: a study of six dailies. Master's thesis, 1927. University of Chicago, Chicago, Ill.

1882. **Freeman, Frank N.** A study of the effect of environment on the intelligence of foster children. In Indiana university. School of education. Bureau of cooperative research. Fifteenth annual conference on educational measurements, 1928. p. 5-13. (Bulletin of the School of education, Indiana university, vol. IV, no. 6, July 1928)

The evidence indicates beyond question that so far as intelligence can be measured by our intelligence tests it is affected to an important degree by those intellectual and social factors which are bound up with the home.

1883. **Glenn, W. D., Dimmick, G. B., and Moser, A. R.** Influence of vocation of parents on mental and physical growth. [1928] University of North Carolina, Chapel Hill.

Gives the results of three years of study by means of consecutive educational, physical, and intellectual measurements of school children with the hope of getting a line on the environmental influences in these matters.

1884. **Harper, Manly H.** Social beliefs and attitudes of American educators. Doctor's thesis, 1928. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1928.

The purpose of this study was to study, in American educators, certain social beliefs and attitudes as integrated in the aspect of conservatism, liberalism, radicalism; and to develop a conveniently practical scale for the measurement of this aspect of social beliefs and attitudes in their relation to some of the more urgent phases of our unsolved problems.

1885. **Holloway, Mary.** A study of social conditions affecting Stowe junior high school girls, with suggestions for a program of guidance. Master's thesis, 1928. University of Cincinnati, Cincinnati, Ohio.

1886. **Hsia, Jui-Ching.** A study of the sociability of elementary school children. Doctor's thesis, 1928. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1928. 64 p. (Contributions to education, no. 332)

The aim of this study was to ascertain the relationship between sociability and the social, emotional, and intellectual characteristics of elementary school children. The criterion of sociability is a composite score of teachers' ratings and pupils' voting invitations. The teachers were asked to rate their pupils

on the ability to get along with others on a scale of five steps; the pupils were instructed to vote the most popular boys and girls of their own classes. They were also instructed to write the names of four of their classmates whom they would like to invite to a party if they had the opportunity.

1887. **Hochenska, Sister M. Salome.** Some major problems of the community school visitor. Master's thesis, 1928. Marquette university, Milwaukee, Wis. 118 p. ms. Milwaukee, Wis., Bruce publishing company, 1928.

1888. **Leland, Bernice.** Certain mothers of my acquaintance. 1928. Detroit teachers college, Detroit, Mich. 22 p. ms.

Describes types of mothers and reaction to retardation in their children. Findings: Cooperation at home great factor in determining progress.

1889. **Marshall, W. M., and Swick, H. L.** Community interest study of Lorain county (Ohio) schools. Master's thesis [1928] Ohio state university, Columbus. 68 p.

A study of community interests of all school patrons of Lorain county, Ohio. Conclusion: There should be fewer and larger high schools in the county.

1890. **Nordgaard, Ernest John.** The relation between amount of education of parents and number of children in the family. Master's thesis, 1927. University of Chicago, Chicago, Ill.

1891. **North Carolina education association.** Department of rural school supervision. School publicity. Raleigh, North Carolina state department of public instruction [1928] (Mimeographed)

Contains a statement as to the need for school publicity, organized plans for county-wide program of school publicity, agencies for the promotion of school publicity, and a selected bibliography.

1892. **Parham, Marie Anne.** Parental education in the United States. Master's thesis, 1927.. George Peabody college for teachers, Nashville, Tenn.

1893. **Parkhill, George D.** The psychology of the Y. M. C. A. gang vs. the psychology of the non-Y. M. C. A. gang. Master's thesis, 1928. New York university, New York, N. Y.

1894. **Providence, R. I. Public schools.** Department of research and guidance. Thirty-two loose-leaf cases for conferences on social relationships. Providence, R. I., Loose-Leaf manufacturing company, 1928. 32 p.

An addition to the case-conference manual by Paul McK. Reading, of Toledo, Ohio, under the direction of R. D. Allen.

1895. **Reading, Paul McKendree.** The case-conference method. A device for school use in problems of everyday life. 1927. (Paul McK. Reading, Edward Drummond high school, Toledo, Ohio)

1896. **Schuldt, Viola I.** A problem-centered curriculum of enriched and controlled experiences in friendship problems of junior boys. Master's thesis, 1928. Northwestern university, Evanston, Ill.

1897. **Sherwood, Annie.** Needs of Salisbury. Salisbury, N. C., Public schools, 1928.

1898. **Sims, Verner Martin.** The measurement of socio-economic status. Bloomington, Ill., Public school publishing company, 1928. 33 p.

That differences among homes exist is evident. That these differences play a large rôle in the development of the habits and ideals, the character and personality of the child is also evident. This study is a description of the procedure involved in constructing an instrument for measuring certain aspects of home background.

1899. **Stoke, Stuart M.** Occupational groups and child development. A study of the mental and physical growth of children in relation to occupational grouping of parents. Cambridge, Harvard university press, 1927. 92 p. (Harvard monographs in education, no. 8)

Findings: The relations between occupational groups and intelligence quotients is discovered to be of particular significance. In the lowest group (unskilled labor) none of the children examined had an intelligence quotient above 110; in the highest group three-fifths of the children were discovered to be above the norm established for the average; while lower correlations are established between occupational groups and physical development, the advantage of the child born of parents in the higher occupational group is significant.

1900. **Swelt, Catherine McClay.** A survey of the Coney-Creek community center and unique educational institution at Pippa Pass, Knoll county, Ky. 1927. Syracuse university, Syracuse, N. Y.

1901. **Towell, John Foster.** The social and educational status of the pupils of a residential suburban community. Master's thesis, 1927. University of Chicago, Chicago, Ill.

1902. **Van Buskirk, E. F.** The place of sex education in secondary education. Doctor's thesis, 1928. Ohio state university, Columbus. 154 p. ms.

An attempt to interpret the meaning of sex education in the high school in terms of the pragmatic philosophy. Findings: There is a place for sex education in the high school not only in connection with appropriate courses of study where it has a logical place but in pupil-guidance programs and in extracurricular activities. It is not wise to provide for sex education as a separate course but rather it should be made an integral part of a broad school program.

1903. **Woodward, Thomas J.** A study of the relation of parental control to a child's conduct in school. Master's thesis, 1928. University of Southern California, Los Angeles.

1904. **Yepsen, Lloyd N.** The measurement of social behavior. Reprinted from the Proceedings of the American association for the study of the feeble-minded, 1928. 8 p.

A study of 75 boys classified by the general criteria of social adjustment and scored by the behavior score card. The results indicate that measurement of social behavior is possible by means of the behavior score card technique.

See also Items 1624, 2074, 2255, 2270.

CHILD WELFARE

1905. **Dju, Yu Boo.** The industrial status of women and children in China. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

1906. **Gibbons, Charles E., and Stansbury, Chester T.** Child labor in Mississippi. New York, National child labor committee, 1928. 34 p.

1907. ——— and **Tuttle, Harvey N.** School or work in Indiana? New York, National child labor committee, 1927. 30 p.

The purpose of this study was to measure within certain definite limitations the efficiency of the compulsory school attendance law and the child labor law in Indiana. Findings: Nearly 97 per cent of the 14 and 15 year old children were in school, and of the remainder, the majority were out for reasons that would make school attendance impossible. Of the 16 and 17 year olds, two-thirds were in school, etc.

See also Item 2197.

RURAL EDUCATION

GENERAL

1908. **Ahlstedt, Elmer.** The comparative ability of the one-teacher, public-school districts of certain Kansas counties to support standard schools. Master's thesis, 1928. University of Kansas, Lawrence.

1909. **Baker, Horace Henderson.** A comparative study of pupil achievement in consolidated and in one-teacher schools. Master's thesis, 1927. University of Chicago, Chicago, Ill.

1910. **Bass, William Arthur.** A survey of the county high schools of Tennessee. Master's thesis, 1928. University of Chicago, Chicago, Ill.

1911. **Beasley, Nathaniel Craig.** Educational opportunity for country children in Tennessee, 1924-25 and 1925-26. Master's thesis, 1927. George Peabody college for teachers, Nashville, Tenn.

1912. **Belknap, Burton H.** The training and function of the rural school superintendent of Michigan. Master's thesis, 1928. Cornell university, Ithaca, N. Y. 75 p. ms.

A study of the early environment, training, age, experience, work, etc., of 150 of the 205 Michigan superintendents of schools with six or more teachers and 500 or less school census population. Evaluates training in the light of recent practices, standards, legal requirements, and present day literature.

1913. **Black, Ellen Engelmann.** A study of the diffusion of culture in a relatively isolated mountain county. Master's thesis, 1928. University of Chicago, Chicago, Ill.

1914. **Blake, Percy Harold.** How can the daily program of the rural school be modified in such a way as to provide better opportunities for teaching? Master's thesis, 1928. University of Vermont, Burlington. 61 p. ms.

An experiment conducted during the school year 1927-28 in nine rural schools in Vermont to determine the effect of using a modified daily program. Conclusions: (1) The attainment of pupils under the modified program (alternating some classes and giving double assignments) was equal to or better than that under the traditional program; (2) the planning of relaxation and study periods is of great importance under the modified program; (3) survey periods giving the teacher an opportunity to know what pupils are doing in their work when they are not having definite recitations and making assignments are of great importance also.

1915. **Boney, C. D.** A study of the county superintendents of Florida. Master's thesis, 1927. George Peabody college for teachers, Nashville, Tenn.

A study of the county superintendents of Florida compared with other states. It is recommended that state law require a minimum of training, this minimum being the bachelor's degree, with 18 semester hours in education and that the county superintendents be selected by a county board of education.

1916. **Bost, Mrs. L. R.** "Rowan": our home county. Salisbury, N. C., Rowan county public schools, 1928.

A study of the Zeb elementary school in order to trace the growth and development of Rowan county up to to-day.

1917. **Burton, A. L.** A study of rural and urban states in education. Master's thesis, 1927. George Peabody college for teachers, Nashville, Tenn.

1918. **Butterworth, Julian E.** Rural education in Virginia. 1928. Cornell university, Ithaca, N. Y. 58 p.

Organization, teaching, supervision, and administration of education in the counties of Virginia.

1919. **Carpenter, James M.** Circumstances attending 1,135 pupils enrolled in one-room rural schools in eastern Kansas and to what extent these circumstances are related to the normal age-grade, the underage-grade and the overage-grade of the pupils. Master's thesis, 1927. University of Kansas, Lawrence.

1920. **Culbertson, J. H.** The growth of the rural high school in Kansas since 1915. Master's thesis, 1927. University of Kansas, Lawrence.

1921. **Dunahoo, H. A.** The county boards of education of the southern states. Master's thesis, 1927. George Peabody college for teachers, Nashville, Tenn.

The county board of education of the southern states with respect to membership, length of term, territory of representation, method of selection, organization, compensation, powers, and duties. The tendency in regard to same is determined by noting the changes in legislation for the period between 1915 and 1926.

1922. **Farr, T. J.** Development of rural education in Mississippi since 1908. Master's thesis, 1928. University of Colorado, Boulder. 52 p. ms.

The progress made in rural white education in Mississippi since 1908, as found from annual reports of state superintendents and bulletins of the state department of education.

1923. **Flint, Winston A.** Secondary education in rural Vermont. 1928. Norwich university, Northfield, Vt. 30 p.

Historical review of work in this field as a development since the passage of the Educational act of 1924.

1924. **Flynn, Luther.** A field study of a rural high school functioning as an instrument of progress. Master's thesis [1928] New York university, New York, N. Y.

The community surveyed and its progress during five years measured. A study of the program and work of the high school showing its influence upon this progress.

1925. **Foust, Thomas R., and Brogden, Nettie E.** A statistical report of the schools of Guilford county, N. C., July 1928. Greensboro, N. C., Guilford county public schools, 1928.

An analysis of attendance, promotion, age-grade distribution, scholarship of teachers, and academic achievement in the rural schools of Guilford county, N. C.

1926. **Freeny, T. H.** Independent and dependent school boards in Mississippi. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

Selected towns (population 300 to 2,500) and systems are compared by such criteria as tenure of service of teachers, expenditure per pupil enrolled, value of buildings and grounds, the percentage of total enrollment in high schools, etc. Conclusions: In towns and school districts of the sizes mentioned, an elected fiscally independent school board functions to better advantage, on the whole, than a school board that is appointed by, and dependent on, the town board of aldermen.

1927. **Green, E. J.** The effectiveness of Mississippi's compulsory attendance law in certain counties. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

Certain counties with the compulsory attendance law were compared with like counties without the compulsory attendance law, as to percentage of census enumeration in average daily attendance during the period from 1913 to 1927, covering seven years before and seven years after the law went into effect. It was found that the law did not influence attendance as greatly as other factors not included in the study.

1928. **Greene, Roy V.** A comparative study of pupils from rural and urban grades in the freshman year of high schools in Phillips county, Kans. Master's thesis, 1928. University of Kansas, Lawrence.

1929. **Gunn, W. W.** A study of the county superintendent's time distribution in Mississippi. Master's thesis, 1927. George Peabody college for teachers, Nashville, Tenn.

A study of the results of a questionnaire shows that the time distribution of the average county superintendent does not compare favorably with the consensus of expert opinion on office, supervisory, general professional activities, but does in civic activities.

1930. **Hadley, H. H.** Educational efficiency in the small rural school. Master's thesis, 1927. Colorado state teachers college, Greeley.

1931. **Henry, Charles-Isbell.** A comparison of the work of rural and city children in the Madisonville, Ky., high school. Master's thesis, 1927. University of Chicago, Chicago, Ill.

1932. **Hill, R. V.** Causes of absences in schools of Franklin county, Ark. Master's thesis, 1927. George Peabody college for teachers, Nashville, Tenn.

1933. **Huntington, Forrest W.** A study of the results of instruction and the educational facilities of a group of schools in southwestern Marshall county, Kans. Master's thesis, 1927. University of Kansas, Lawrence.

1934. **Jones, Lee O.** A comparative study of large and small schools in Franklin county. Master's thesis, 1927. George Peabody college for teachers, Nashville, Tenn.

1935. **Kraybill, D. B.** The problem of admitting rural pupils to high school. 1927. Pennsylvania state college, State College. 66 p. (Pennsylvania state college bulletin, Research ser. vol. IV, no. 1, December 1927)

If the results of this study in seven counties of the state are representative of the state the following estimates may be made: 74 pupils out of every 100 examined in rural Pennsylvania are admitted to high school, and 26 are rejected; the average age of those admitted is from 13 years, 9 months, to 14 years at the time of the eighth grade or high school entrance examination; teachers' averages as a basis for admission have a tendency to be from 10 to 15 per cent higher than examination averages; etc.

1936. **McGuffey, Verne.** Differences in activities of teachers in one-teacher rural schools and of grade teachers in cities. Doctor's thesis, 1928. Teachers college, Columbia university, New York, N. Y.

A check list of 112 items, which seemed to be unique to the teacher of the one-teacher school, was sent to 1,100 teachers in one-teacher schools and 400 grade teachers in cities. At least 80 of the 112 items in the check list are performed by half or more of the teachers in the one-teacher school and by few or none of the grade teachers.

1937. **May, Eric Oscar.** A comparative study of the achievement of pupils from rural and village schools in Crawford county, Ill. Master's thesis, 1927. University of Chicago, Chicago, Ill.

1938. **Misner, Frank.** Comparative achievements of pupils in supervised and unsupervised rural schools. Master's thesis, 1927. State college of Washington, Pullman. 41 p. ms.

Two equivalent groups of classes, 52 pairs of pupils, measured for improvement during one year's supervision of the experimental group. Stanford achievement and eighth grade state examinations were used as measures. Findings: Slight superiority was shown for supervised group. Time and numbers were too limited for conclusive results.

1939. **Morgan, David Ansel.** The effects of supervision of instruction in certain rural schools of Johnson county, Kans. Master's thesis, 1927. University of Chicago, Chicago, Ill.

1940. **Nebraska. Department of public instruction, Lincoln.** Requirements for standardization of rural schools. 1927. 64 p. (Supplementary normal training bulletin, no. 2)

1941. **Ogle, Fletcher Andrew.** Rural school problems encountered in the four types of schools in Weld county, Colo. Master's thesis, 1928. Colorado state teachers college, Greeley.

1942. **Samuelson, Agnes.** Standardization of rural schools. Des Moines, Iowa, Department of public instruction, 1928. 47 p.

Contains the official rating card for Iowa standard schools and detailed specifications for rating schools.

1943. **Stone, C. W., chairman.** Progress of one-room and graded-school pupils—State of Washington. 1927. Washington education association, Seattle, and State college of Washington, Pullman.

Of the 22 communities reported in the survey to November 1927, 19 are clearly in favor of graded schools.

1944. **Stonecipher, Ernest E.** Comparative ability of the one-room rural schools of Kansas to support a standard educational need. Master's thesis, 1927. University of Kansas, Lawrence.

1945. **Vaughan, W. H.** Why the Lawrence county, Ky., rural school graduates fail to attend high school. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

The influence of age, sex, distance from school, wealth of parents on high-school attendance.

1946. **Whisnant, Carol J.** A comparison of the facilities, support, and efforts of 34 one-room rural schools in western central Kansas. Master's thesis, 1927. University of Kansas, Lawrence.

1947. **Wilson, Lester A.** A comparative study of the ability of one-room rural school districts to support education. Master's thesis, 1927. University of Kansas, Lawrence.

See also under Current educational conditions, and Items 29, 126, 330, 429, 464, 941, 983, 1025, 1055, 1079, 1094, 1169, 1194, 1442, 1472, 1520, 1559, 1566, 1642, 1652, 1656, 1699, 1709, 1710, 1714, 1759, 1788-1789, 1793, 1889, 2009, 2120, 2143, 2161, 2200, 2282.

CONSOLIDATION AND TRANSPORTATION

1948. **Burris, Robert Leo.** The measurement of the need for transporting pupils. Doctor's thesis, 1928. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1928. 61 p. (Contributions to education, no. 289)

The author presents a technique for measuring transportation needs. The technique is used now in New Jersey but may be applied in any state. Only the following measures are required: (1) Average daily attendance, (2) number of pupils transported to school, (3) area of school unit, and (4) number of school buildings of the unit.

1949. **Burris, L. D.** Summary by counties of annual reports of transportation. Olympia, Washington state department of education, 1928. 9 p. ms.

1950. **Crissman, Curtis.** School transportation in North Carolina. Master's thesis [1928] University of North Carolina, Chapel Hill.

1951. **Galvin, Charles.** Consolidation of rural schools in Colerain, Mass. 1928. Norwich university, Northfield, Vt. 20 p.

1952. **Grimm, L. R.** Factors and problems in the centralization of elementary schools in Illinois. 1927. Department of research and statistics, Illinois state teachers association, Springfield. 31 p. ms.

Outlines factors which are setting up a trend toward larger district units; also points out the main factors in opposition to the larger district unit; contains means and methods of encouraging consolidation found in other states.

1953. **Hicks, J. Allen.** The comparative educational achievement of pupils of one-room and consolidated schools. 1928. Iowa child welfare research station, State university of Iowa, Iowa City.

This investigation presents a comparative study of the educational achievement of pupils of one-room and consolidated schools, when intelligence is taken into account. The educational achievement of the pupils was measured by the Stanford achievement test; intelligence was measured by the Stanford revision of the Binet-Simon test of intelligence. The records of 468 pupils from the second to the eighth grades in 15 one-room and two consolidated schools in Iowa were studied.

1954. **Johns, Roe Lyell.** State and local administration of school transportation. Doctor's thesis, 1928. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1928. 184 p. (Contributions to education, no. 330)

The first part of this study is devoted to the development of a new technique for the measurement of transportation need and the administering of state aid for transportation; the second part is concerned with the development of a set-up for efficient local administration of school transportation.

1955. **Mothersead, G. B.** Unit costs of transportation in Oklahoma. Master's thesis, 1927. University of Oklahoma, Norman. 64 p. ms.

A study of costs of transporting children to schools under different methods of administration existing in Oklahoma, and comparison with other states. Findings: District owned transportation systems are more economical and as efficient as transportation by contract.

1956. **Null, Frank Otto.** A survey of supervision in the consolidated schools of Delaware county, Ind. Master's thesis, 1928. Indiana university, Bloomington. 99 p. ms.

1957. **Ross, Harold Ellis.** Professional equipment of superintendents of consolidated schools in Iowa. Master's thesis, 1927. State university of Iowa, Iowa City. 66 p. ms.

1958. **Stone, H. E.** The costs of establishing and operating consolidated schools in Iowa. Master's thesis, 1928. Iowa state college, Ames. 50 p.

A study of all consolidated schools in Iowa to determine important cost factors involved in their establishment and maintenance which might prove a basis of recommendations relating to consolidated school financing. Findings: (1) There should be provision for the retirement of bonds serially and in accordance with a schedule adopted at time of issue; (2) cost of transportation of rural children represented nearly 25 per cent of the general fund levy; (3) inequality in the cost of operating consolidated and nonconsolidated schools in Iowa is roughly represented by the cost of transportation, which amounts to approximately \$36 per child, per year; and (4) state aid, if given to consolidated schools should be in proportion to the respective amounts paid for transportation of rural children.

1959. **Trenham, N. Bradford, and Vandegrift, Rolland A.** School bus transportation. 1927. Educational commission, California taxpayers' association, Los Angeles. 20 p.

A recommended system of accounting together with sample forms applicable to California public school transportation problems.

See also Items 1909, 2198.

COUNTY UNIT

1960. **Clark, Louise.** The county unit of educational administration. 1927. Educational commission, California taxpayers' association, Los Angeles. 76 p. ms.

A study of the various units used in elementary and secondary education in all American states. A special study was made of states using the county unit method of control. Conclusions: The county unit system would be feasible and desirable for California.

1961. **Clark, Louise.** Study of the county unit in Utah. [1927] Educational commission, California taxpayers' association, Los Angeles. 28 p. ms.

A study to find out the effect of the county unit on tax rates, housing, educational offerings, etc. Findings: The county unit has done a great deal to improve the efficiency and economy of Utah's schools.

1962. **Gartin, William.** A county unit plan for Idaho. [1928] Idaho education association, Boise.

1963. **Hacker, Linder William.** The county unit system applied to Putnam county, Ill. Master's thesis, 1927. State university of Iowa, Iowa City. 102 p. ms.

1964. **Steidley, Hubert A.** Educational supervision under county unit school organization. Master's thesis, 1927-28. Stanford university, Stanford University, Calif.

MORAL EDUCATION

1965. **Atkins, Blanche E.** A study of honesty in tests with teachers' college students. Master's thesis, 1927. University of Minnesota, Minneapolis. 126 p. ms.

The purpose of the study was to discover the amount of dishonesty manifested in the self-correction of tests and the effect of education in honesty on college students. Findings: Dishonesty was discovered in teachers, but not more than in other students. Increase of 5.7 per cent in measure of honesty due to 30 minutes of instruction in honesty.

1966. **Augustine, Brother Dominic.** Moral education among the North American Indians. Master's thesis, 1928. Catholic university of America, Washington, D. C. 62 p. ms.

1967. **Artelle, George E.** Mental training and moral education. Master's thesis, 1928. University of Hawaii, Honolulu., 187 p. ms.

1968. **Campbell, William Giles.** An objective study of student honesty. Master's thesis [1928] University of Texas, Austin. 81 p. ms.

1969. **Carmichael, A. Max.** Securing the moral judgments of first-grade children. 1928. State teachers college, Mayville, N. Dak. Elementary school journal, 29: 681-9, May 1929.

1970. **Dougherty, Rev. Daniel M.** Aims and methods in character education. Master's thesis, 1928. Catholic university of America, Washington, D. C. 35 p. ms.

This study seeks to answer two questions: (1) "What sort of result do educators wish their training to produce?" and (2) "What are the means by which the desired results may be produced?"

1971. **Fam, Yacoub.** Character education for Egyptian boys. Master's thesis, 1928. Yale university, New Haven, Conn. 161 p. ms.

1972. **Fenton, Norman.** Objective study of student honesty during examinations. 1927. California bureau of juvenile research, Whittier state school, Whittier, Calif. School and society, 26: 341-44, September 10, 1927.

1973. **Gebhard, Rev. Henry J.** Character education and the Lenten liturgy. Master's thesis, 1928. Catholic university of America, Washington, D. C. 24 p. ms.

A method is indicated wherein a synthesis is effected between the lessons of the liturgy and systematic character building. Concrete applications of the Lenten liturgy to the life of the school child are presented.

1974. **Gerwig, G. W.** Youth and the beautiful. 1927. Commission and board of public education, H. C. Frick educational commission, Pittsburgh, Pa. 80 p.

The purpose of this study was to determine the actual appeal to ideals of the good, the beautiful, and the true to high-school pupils. Findings: Youth most susceptible to ideals are gripped tighter and held longer.

1975. **Goodrich, John O.** Inherited traits with special reference to character training. Master's thesis, 1928. University of Cincinnati, Cincinnati, Ohio. 70 p. ms.

1976. **High-school headmasters' association, Boston, Mass.** Character education in secondary schools. Boston, Printing department, 1928. 156 p.

The purpose of this report is to submit certain principles and illustrative material of practical value in shaping and conducting a program of character education in the secondary schools of Boston.

1977. **Jones, Lorena Belle.** Character through dramatics: or, Educational dramatics as a method in character education. Master's thesis, 1928. Yale university, New Haven, Conn. 156 p. ms.

1978. **Jones, Vernon.** Character education through episodes from biography. 1928. Clark university, Worcester, Mass. 175 p.

Forty episodes were prepared, a method of using them devised, and three experimental studies based on material and plan presented. Findings: Episodes from biography used as points of departure for free discussion in seventh and eighth grades affect the answers of children on test of ethical choices.

1979. **Knight, Mrs. Laura T.** Character traits and training in the fifth grade of Jackson school. Master's thesis, 1928. University of Cincinnati, Cincinnati, Ohio.

1980. **LaGrone, Mrs. Truda G.** Present status of the teaching of morals in the public schools of Texas. Master's thesis, 1927. Southern Methodist university, Dallas, Texas. 203 p. ms.

A study by questionnaire and diary of 74 Texas schools to ascertain what is being done in the teaching of morals, and what use, if any, is made of the Bible to this end.

1981. **Lochhead, Gertrude Christian.** Teaching loyalty through pictures. Master's thesis, 1928. Boston university, Boston, Mass.

1982. **Norfolk, Va. Public schools.** Character education in Norfolk elementary schools. Norfolk, Va., Division of research and experimentation, Norfolk city school board, 1928. 204 p. (Bulletin, no. 1)

In this study a number of specific cases are presented. The cases reveal that: (1) A new value is placed upon securing intelligent cooperation between the school and the home; (2) the schools must often tear down certain misconceptions of conduct gained in preschool experiences and must build up definite conduct concepts, just as they develop concepts in the school subjects; (3) a child's behavior is to a great extent the result of some teacher's influence and not an expression of some undesirable spirit within him; etc.

1983. **Noronha, George E.** The ethical rôle of the parent in character formation. Master's thesis, 1928. Catholic university of America, Washington, D. C. 104 p. ms.

This essay is an outline of the parental rôle in character education; its purpose is to point out the gaps in our present knowledge rather than to make any positive contribution towards filling them.

1984. **Ogden, C. B.** Moral and religious education in the high school. Master's thesis, 1927. West Virginia university, Morgantown.

1985. **Robinson, Gertrude.** The treatment of narcotic education in school textbooks. A survey. 1928. Department of education, World narcotic defense association. 52 p.

1986. **Rouse, Lucile Sherman.** The art method in the development of moral character in adolescence. Master's thesis, 1928. Boston university, Boston, Mass.

1987. **Safarjian, Nuvart Ester.** An analysis of pupil's evaluation of the moral value of literature as studied in a high school of 200 pupils. Master's thesis, 1928. University of Southern California, Los Angeles.

1988. **Slaght, W. E.** Untruthfulness in children: its conditioning factors and its setting in child nature. 1928. Institute of character research, State university of Iowa, Iowa City. Iowa City, Iowa, University of Iowa, 1928. 79 p. (University of Iowa studies. Studies in character, vol. I, no. 4, February 18, 1928)

From 356 pupils, 70 were selected who consistently lied and 70 who consistently told the truth. Twenty-three tests were given either individually or by group method to these children. The results show, among other things, that there is a close relationship between unfavorable home surroundings and untruthfulness.

1989. **Smith, H. O.** A study of deceit in high-school students. Master's thesis, 1928. Emory university, Atlanta, Ga.

Tests were applied to pupils in each year of high school and analysis made to determine the relation of deceitful behavior to intelligence, year in school, social status, etc.

1990. **Speer, Dorothy.** Conduct drives used by teachers in the schoolrooms of Baltimore based upon personal observation. 1928. Johns Hopkins university, Baltimore, Md.

1991. **Tatum, W. S.** Comparison of the direct and indirect methods of teaching honesty. Master's thesis, 1928. University of Colorado, Boulder. 83 p. ms.

A study of 84 members of a tenth grade in a mid-western six-year high school. Findings: The direct method was more satisfactory in teaching honesty than the indirect method. The great number of variable factors that enter into character testing make it impossible, with our present methods of control, to determine behavior. Cheating, generally speaking, is more prevalent with the lower I. Q. people, because of the greater pressure put upon them.

1992. **Uhl, Christiana Dunlap.** A study of the stimuli for character traits and trait actions found in the first four books of Caesar's Gallic war. Master's thesis, 1927. Northwestern university, Evanston, Ill.

1993. **Ward, Mae Yoho.** Self-analysis as an educational means of character development. Master's thesis, 1928. Yale university, New Haven, Conn. 140 p. ms.

1994. **Williams, Martha Ruth.** A critical and comparative study of the norms of conduct found in the words and works of Jesus. Master's thesis, 1928. Northwestern university, Evanston, Ill.

See also Items 714, 1677.

TESTS

1995. **Fairchild, Milton, and collaborators.** Basic civilization virtues and character graph card. 1928. Character education institution, Chevy Chase, Washington, D. C.

Verified list and description of the nuclei characteristics desirable in a person who is well fitted in character to live successfully in modern civilization, and a rating card for use in schools and colleges and industries.

1996. **Mary, Sister, Gannon, Mary Augusta, and Moloner, Hortense Marie.** An extension of the moral information tests. Washington, D. C., Catholic education press, 1928. 31 p. (Catholic university of America. Educational research bulletins, vol. III, no. 5, May 1928)

The material under consideration in this monograph deals with the perfecting of the scale for measuring moral knowledge with the age groups from the six-year group through the super-adult group. The method of scoring used in the tests for moral knowledge is that of the Stanford revision of the Binet-Simon tests. The appendix contains a revised scale for testing the moral knowledge of children.

1997. **Matthew, Brother.** A critical survey of the measurement as applied to character and personality. Master's thesis, 1928. University of Notre Dame, Notre Dame, Ind.

1998. **Rasey, M. I., and Donnerline, June.** Comparative moral judgments test. 1928. Detroit teachers college, Detroit, Mich. 3 p. (Published in Zeitschrift der individual psychologie (Vienna), August, 1928.)

Formulation and experimentation with test with 2,000 children. Conclusions: Type of judgment and skill in making such judgments similar for children over 14 and adults. Some marked sex differences were found.

1999. **Richardson, Norman E.** A character rating chart for boys of junior high school age. 1928. Northwestern university, Evanston, Ill. Evanston, Ill., Evanston council, Boy scouts of America, 1928. 46 p.

Analysis and classification of 4,000 descriptions of problem experiences furnished by Boy scouts of Illinois, Wisconsin, Michigan, and Indiana. One hundred and fifty one categories of classification (character checking points) were needed to classify the returns.

2000. **Ross, Robert.** A study in testing moral judgment. Master's thesis, 1927. University of Chicago, Chicago, Ill.

2001. **Sweet, Lennig.** A personal attitudes test for younger boys. Doctor's thesis, 1928. Teachers college, Columbia university, New York, N. Y.

The study involved a critical examination and revision of the Y. M. C. A. personal attitudes test for younger boys (12-14 years); the checking of this revised test for reliability and for validity. The general conclusions are that the test is as reliable as the average test used in the schoolroom and reliable as a test of character. In understanding hands the test should be able to play its part in broadening and deepening the knowledge of boy life which is necessary before constructive moral and religious education can be put into effect.

2002. **Washburne, John V.** An experiment in character measurement. 1927-1928. Syracuse university, Syracuse, N. Y. (Published in Journal of juvenile research, January 1929)

2003. **Wilson, M. H.** Ethical discrimination tests. 1928. Park college, Parkville, Mo. Chicago, Ill., C. H. Stoelting company, 1928.

RELIGIOUS AND CHURCH EDUCATION

2004. **Acheson, Edna L.** Some basic considerations in junior church school curriculum construction. Doctor's thesis, 1928. Teachers college, Columbia university, New York, N. Y. (To be published)

The purpose of this study was to analyze courses of study published since 1924 for the third-year juniors, children about 11 years of age, to see the extent to which they represent the objectives of liberal Christianity; to study a group of third-year juniors to discover their specific needs in relation to the general objectives proposed by liberal Christianity; and in the light of the findings about junior needs and the extent to which the present material is meeting them, to suggest some immediate next steps for junior curricula.

2005. **Adams, Edward.** The purpose and content of the curriculum of the interdenominational Bible institutes. Master's thesis, 1928. Northwestern university, Evanston, Ill.

2006. **Barr, Eugene O.** Present status of religious education in Ohio schools. Master's thesis, 1928. Ohio state university, Columbus. 65 p. ms.

A study of the present scope of religious education in public-school time in Ohio. Findings: Religious education has come to stay, is well administered, and is increasing year by year.

2007. **Barrette, Joseph A.** The teaching of religion in the primary schools of the Province of Quebec. Master's thesis, 1928. Catholic university of America, Washington, D. C. 64 p. ms.

A study of the methods employed in the religious education of the children in the primary schools of the Province of Quebec. An evaluation of the new "Règlements du Comité Catholique du Conseil d'Instruction Publique de la Province de Québec."

2008. **Bell, George Roswell.** A project in teaching of hymns to church school pupils of the fourth, fifth and sixth grades. Master's thesis, 1927. Northwestern university, Evanston, Ill.

2009. **Bernardine, Sister Mary.** Catholic rural education in Kansas as a means of retaining our boys and girls on the farm. Master's thesis, 1927. University of Notre Dame, Notre Dame, Ind.

2010. **Blair, Robert.** A history of religious education in New Zealand. Master's thesis, 1928. Boston university, Boston, Mass.

2011. **Blakeway, Herbert Norris.** Developments and tendencies in week-day religious education. Master's thesis, 1928. University of Chicago, Chicago, Ill.

2012. **Bose, Roy George.** The nature and development of religious concepts of children. Doctor's thesis, 1928. University of Southern California, Los Angeles.

2013. **Boyer, Mary Palmer.** Time analysis of intermediate department of 18 church schools. Master's thesis, 1927. Northwestern university, Evanston, Ill.

2014. **Bradburn, Weldon Earl.** The junior church. Master's thesis, 1928. Northwestern university, Evanston, Ill.

2015. **Brown, B. Warren.** Report of the survey of the educational work and responsibility of the Presbyterian church in the United States. 1928. Board of education, Presbyterian church in the United States, Louisville, Ky. 88 p.
The aim of the study was to discover work and responsibility of the Presbyterian church in the United States in the field of education.
2016. **Bruns, Freda.** Causes of elimination of young people from the Sunday school of the Evangelical church as shown by a case study of 50 young people of Chicago. Master's thesis, 1928. Northwestern university, Evanston, Ill.
2017. **Clark, Elmer T.** A comparative study of religious awakening. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.
2018. **Clark, Beeta B.** Survey of the Bible study for credit in the high schools of the state of Indiana. Master's thesis, 1928. Indiana university, Bloomington. 92 p. ms.
2019. **Collins, Clifford Wesley.** Religious education in the Universalist church. Master's thesis, 1928. Yale university, New Haven, Conn. 256 p. ms.
2020. **Corbett, Lila Myra.** Some contributions of psychology to religious education. Master's thesis, 1928. Boston university, Boston, Mass.
2021. **Corzine, Jesse Lynn.** Some units of Sunday school work as found by a study of Baptist associations in South Carolina. Master's thesis, 1928. University of South Carolina, Columbia.
2022. **Cunningham, Thomas McHutchin.** Supervision of religious education through objective measurements. Master's thesis, 1928. Boston university, Boston, Mass.
2023. **Danner, Ruth Mae.** An analysis of the norms of conduct found in Biblical and extra-Biblical characters with a view to discovering their potential value for the religious curriculum. Master's thesis, 1928. Northwestern university, Evanston, Ill.
2024. **DeJean, Rev. Hilary.** Suggested modifications in high-school courses of religion from an analysis of current Catholic periodicals. Master's thesis, 1927. University of Notre Dame, Notre Dame, Ind.
2025. **Dixon, Esther McCracken.** The use of Chinese pictures in religious education in China. Master's thesis, 1928. Boston university, Boston, Mass.
2026. **Easton, F. C.** Adolescent boy and the church. Master's thesis, 1928. University of Akron, Akron, Ohio. 76 p.
2027. **Eileen, Sister M. Rose.** The psychological and educational value for adolescents of the life of Christ as core subject in relation to the high-school level. Master's thesis, 1928. University of Notre Dame, Notre Dame, Ind.
2028. **Ho-Yang, Yu Ching.** A proposed program of religious education for the evangelical church in Hunan. Master's thesis, 1928. Yale university, New Haven, Conn. 144 p. ms.
2029. **Ferguson, Dwight Hayden.** A survey of five week-day schools of religious education. Master's thesis, 1927. Northwestern university, Evanston, Ill.
2030. **Fickes, George Herman.** A survey of the leadership training texts approved by the International council of religious education with an appraisal of their educational worth and effectiveness. Doctor's thesis, 1928. Northwestern university, Evanston, Ill.
2031. **Gates, John A.** The international lesson committee as a factor in the development of a church school curriculum in the Protestant churches of the United States. Master's thesis, 1928. Northwestern university, Evanston, Ill.
2032. **Genova, Vincent O.** The Catholic university of the Sacred Heart at Milan. Master's thesis, 1928. Catholic university of America, Washington, D. C. 57 p. ms.

2033. **Grafton, Allena.** Educational value of the Pauline material as used in three lesson series: The international graded series, The Christian nurture series, The Completely graded series; and as evaluated by six specified principles. Master's thesis, 1927. Northwestern university, Evanston, Ill.

2034. **Heaton, Allison E.** The history of missionary education within the Methodist Episcopal church. Masters' thesis, 1928. Northwestern university, Evanston, Ill.

2035. **Hooven, Dorothy Irene.** Projects in religious education. Master's thesis, 1928. University of Denver, Denver, Colo.

2036. **Horning, Mary Emma.** Religious education in a Chinese village. Master's thesis, 1928. University of Chicago, Chicago, Ill.

2037. **Jeanne, Sister Mary.** An analysis of the daily programs of the Catholic high schools in the Archdiocese of Dubuque, Iowa. Master's thesis, 1928. University of Notre Dame, Notre Dame, Ind.

2038. **Jones, J. W.** A brief study of chapel practices in 94 schools. 1928. Indiana state normal school, Terre Haute. 6 p. ms.

A summary of 94 replies received from a request for information concerning current chapel practices in teacher-training institutions which was sent to 100 schools in 31 states.

2039. **Joseph Aloysius, Sister.** Status of religion in Catholic women's colleges. Master's thesis, 1928. Catholic sisters college, Catholic university of America, Washington, D. C. 63 p. ms.

2040. **Kelly, Robert L.** Survey of colleges and secondary schools of the Reformed church in America. 1928. Council of church boards of education, New York, N. Y. 35 p. ms.

Study of faculty, curriculum, finances, administration, etc.

2041. **Kinley, Frederick L.** Status of religious education in the public school. Master's thesis, 1928. Ohio state university, Columbus. 161 p. ms.

A study of religious education in American public schools and a procedure of religious chapel in the high school. A detailed outline of a religious chapel in the Findlay high school.

2042. **Leis, Walter Benjamin.** Some possibilities of supervision in religious education in the light of the achievements in general education. Master's thesis, 1928. Boston university, Boston, Mass.

2043. **LeSourd, Howard M.** University work of the United Lutheran church in America. A study of work among Lutheran students at non-Lutheran institutions. Doctor's thesis, 1928. Teachers college, Columbia university, New York, N. Y.

Questionnaires were tabulated from 80 student centers, 456 students, and 7 denominational secretaries. The minutes of the Board of education, official publications of the University department, reports of conventions and Synod meetings, and general literature in this field were read and studied. Findings: Before the merger of 1928, student work was officially promoted in only one of the three merging Lutheran bodies, the General Council. Recommendations are made for guiding the church in developing student work.

2044. **Limbirt, Paul M.** Denominational policies in the support and supervision of higher education. Doctor's thesis, 1928. Teachers college, Columbia university, New York, N. Y. (To be published)

This study provides important data for a study of higher education in the United States during the last century. It aids in an understanding of the attitudes of eight Protestant denominations toward higher education. It gives a basis for suggesting the lines along which denominational boards of education must work in the immediate future if their programs are to be effective.

2045. **Luby, Sylvester D.** Church history in the Catholic elementary school curriculum. Master's thesis, 1928. Catholic university of America, Washington, D. C. 39 p. ms.

A discussion of Church history as a subject in the Catholic elementary school curriculum and a study of the courses of study and syllabi of a number of dioceses throughout the country in order to determine the present condition and tendencies of Church history teaching in the grades.

2046. **McGee, Theron Charlton.** Religious education in certain evangelical colleges—a study in status and tendencies. Doctor's thesis, 1928. University of Pennsylvania, Philadelphia. Philadelphia, 1928. 151 p.

2047. **McNeill, Leon A.** Rating general diocesan courses of study for Catholic elementary schools. Master's thesis, 1928. Catholic university of America, Washington, D. C. 67 p. ms.

A critical examination of all available diocesan courses of study for elementary schools and an evaluation according to definite criteria. The conclusion is reached that the present state of Catholic elementary curricula and courses of study is very unsatisfactory.

2048. **O'Brien, Robert Enlow.** A statistical study of a Protestant interpretation of Catholic parochial education in the Chicago diocese. Doctor's thesis, 1928. Northwestern university, Evanston, Ill.

2049. **Person, Peter P.** The history of the Sunday school in the Swedish evangelical mission covenant of America. Master's thesis, 1928. Northwestern university, Evanston, Ill.

2050. **Preake, Rev. Matthew.** The teaching of liturgy, a need in the curriculum of the Catholic high schools. Master's thesis, 1928. University of Notre Dame, Notre Dame, Ind.

2051. **Reeves, Mrs. Lois W.** Standardization of teacher training for week-day religious education in California. Master's thesis, 1928. University of Southern California, Los Angeles.

2052. **Reynolds, Margaret.** History of Catholic higher education in Kentucky, 1908-1927. Master's thesis, 1927. University of Kentucky, Lexington. 62 p. ms.

2053. **Richmond, Sidney A.** Educational provisions in the Canon law from earliest times to 1483. Master's thesis, 1928. University of California, Berkeley.

2054. **Ryan, Archie Lowell.** A study of the organization and activities of the Philippine Islands Sunday school union. Master's thesis, 1927. Northwestern university, Evanston, Ill.

2055. **Ryan, Carl J.** The Central Catholic high school, its development and present status. Doctor's thesis, 1927. Catholic university of America, Washington, D. C. Washington, D. C., 1927. 128 p.

A study of the development of the Central Catholic high school, its general features, methods of financing, building and equipment, administration and instruction, curriculum and extracurricular activities, religious instruction, etc.

2056. **Ryan, W. Carson, jr.** Friends' schools. Report of a study of schools under Friends' meetings, or conducted by Friends, made for the Education committee of the Friends' general conference and the Committee on education of Philadelphia yearly meeting. Bulletin of Swarthmore college, vol. XXIV, no. 3, supplement, Third month, 1927. 44 p.

2057. **Sacks, Maxwell L.** The religious consciousness of late adolescence. Doctor's thesis [1928] New York university, New York, N. Y.

2058. **Schraubstadter, Alvena Helen.** Significant periods of development in Catholic education in the United States. Master's thesis, 1927-28. Stanford university, Stanford University, Calif.

2059. **Scudder, Anna Elizabeth S.** The use of pictures in religious education: A practical study for juniors. Master's thesis, 1928. Yale university, New Haven, Conn. 116 p. ms.

2060. **Seaberg, Signe Marie.** The theory of self-realization with reference to its implications for religious education. Master's thesis, 1928. Boston university, Boston, Mass.

2061. **Seamans, Herbert Lee.** The relation of the student Y. M. C. A. to higher education. Master's thesis, 1928. Yale university, New Haven, Conn. 207 p. ms.

2062. **Searles, Herbert Leon.** The study of religion in state universities. Iowa City, State university of Iowa, 1927. 91 p. (University of Iowa studies. Studies in character, vol. I, no. 3, October 15, 1927)

The study of the present curricula of state universities shows that there has been a significant beginning in the study of religion in a large majority of the state universities of the United States.

2063. **Seifert, Myron T.** Methodist higher education in Ohio to 1860. Master's thesis [1928] Ohio state university, Columbus.

2064. **Shirley, Frank Carl.** The attitude of the present-day youth toward Christianity. Master's thesis, 1928. Boston university, Boston, Mass.

2065. **Sisson, Margaret.** An evaluation of textbooks for use by pupils of grades VII to XII in week-day schools of religion. Master's thesis, 1928. Boston university, Boston, Mass.

2066. **Sites, Emri Sylvester.** Analysis of difficulties in week-day religious education. Master's thesis, 1928. University of Chicago, Chicago, Ill.

2067. **Stack, Alma Pearle.** A survey of religious agencies and activities of Northwestern university. Master's thesis, 1928. Northwestern university, Evanston, Ill.

2068. **Stranahan, Esther.** Development of the young people's conference. Master's thesis, 1928. Boston university, Boston, Mass.

2069. **Tenney, Arthur Boutelle.** Survey of the finances of a church school system. Master's thesis, 1927-28. Stanford university, Stanford University, Calif.

2070. **Triplett, Louise.** Training the high-school pupil in prayer. Master's thesis, 1928. Yale university, New Haven, Conn. 77 p. ms.

2071. **Upperman, Harry Lee.** The development and value of the secondary schools of the M. E. Church in the southern mountains. 1927-28. Syracuse university, Syracuse, N. Y.

2072. **Vieth, Paul Herman.** A critical study of objectives in religious education. Doctor's thesis, 1928. Yale university, New Haven, Conn. 474 p. ms.

2073. **Warfield, Huldah Mae.** A comparative study of the intelligence and religious ideas and information of seventh-grade children with and without definite religious instruction. Master's thesis, 1928. Ohio state university, Columbus. 75 p. ms.

The effect of intelligence and religious training on seventh-grade children. Findings: According to the tests used intelligence plays a greater part than religious training.

2074. **Westphal, Clarence Arthur.** The place of the church in the social development of young people. Master's thesis, 1928. Boston university, Boston, Mass.

2075. **White, Paul C.** The history of the Sunday school in the Nebraska synods of the United Lutheran church in America. Master's thesis, 1928. Northwestern university, Evanston, Ill.

2076. **Wilkerson, James Roy.** Richard Baxter: Preacher and religious educator. Master's thesis, 1928. Yale university, New Haven, Conn. 187 p. ms.

2077. **Williams, Lillian Gray.** Method in a fourth-grade class of a church school. Master's thesis, 1928. Yale university, New Haven, Conn. 185 p. ms.

2078. **Williams, Robert L.** The prayer aspect of the religious experience of college students. Doctor's thesis, 1928. Northwestern university, Evanston, Ill.

See also Items 127, 1145, 1411, 1655, 1677, 1984, 2122.

MANUAL AND VOCATIONAL TRAINING

2079. **Alabama. Department of education, Birmingham.** Vocational education under the state and federal acts, 1927-1932. 1927. 102 p.

This study contains the Alabama plan of administering the Smith-Hughes vocational education act, including instruction in agricultural education, trades and industrial education, home economics education, and teacher training.

2080. **Bennett, Howard S.** A study of the correspondence of a boy's progress in trade school with his progress in industry. 1927. Syracuse university, Syracuse, N. Y.

2081. **Boston, Mass. Public schools.** Industrial opportunities in Boston's public schools. [1928]

This study compares Boston with other cities in opportunities and costs. This survey has been merged into a more comprehensive survey now under way.

2082. **Bryan, Robert Leeman.** Vocational education in the high school. Master's thesis [1928] University of Tennessee, Knoxville.

2083. **Burger, I. Victor.** The comparative success of low, normal, and high I. Q. children in manual training (shopwork). Master's thesis, 1928. New York university, New York, N. Y. 60 p. ms.

2084. **Campion, Howard Arthur.** Vocational education publicity. Master's thesis, 1928. University of Southern California, Los Angeles.

2085. **Coulbourn, John.** Revision of courses of study in shop subjects, mechanical drawing, sheet metal work, electricity, woodwork, machine shop practice. 1928. Bureau of research, Department of education, Baltimore, Md. 14 p.

2086. **Danneberger, Charles O.** A comparison of the pupils in academic and vocational courses in high school. Master's thesis, 1928. University of Southern California, Los Angeles.

2087. **Deaver, Watson L.** Methods employed by teachers of shopwork. Master's thesis, 1928. University of Southern California, Los Angeles.

2088. **Denton, B. E.** Relationships between mental ability, educational achievement, and mechanical aptitude. Master's thesis, 1927. George Peabody college for teachers, Nashville, Tenn.

2089. **Donson, George C.** The general shop: Its definition and program. Master's thesis, 1928. University of Pittsburgh, Pittsburgh, Pa.

2090. **Durner, Harold Frederick.** The attitude of organized labor toward vocational education as indicated in published statements of labor representatives. Master's thesis, 1927. University of Pittsburgh, Pittsburgh, Pa.

2091. **Eckert, Mary Roberta.** A study of the causes of students dropping out of trade courses. Master's thesis, 1928. University of Southern California, Los Angeles.

2092. **Fetterolf, Howard Cleveland.** Judging contests for vocational boys. Master's thesis, 1928. Pennsylvania state college, State College, Pa.

2093. **French, Wilber Dean.** The administration and conduct of industrial arts courses in junior high school. Master's thesis, 1928. Kansas state agricultural college, Manhattan. 55 p. ms.

2094. **Frye, E. K.** Correlation of mechanical ability and intelligence. Master's thesis, 1928. University of Chicago, Chicago, Ill. 86 p.

A study of 50 college freshmen who were given mental and mechanical tests. Findings: Zero relationship.

2095. **Fryklund, Verne C.** Intelligence and the shop. 1928. State teachers college, Kearney, Nebr. Milwaukee, Bruce publishing company, 1928. 3 p.

A research problem on intelligence as a factor in shop progress.

2096. **Greene, Charles E.** Survey of vocational education conducted in buildings furnished and equipped by commercial concerns in cities over 50,000. 1928. Denver public schools, Denver, Colo. 7 p. ms.

2097. **Halbert, Blanche.** Boy-built houses. Washington, D. C., Better homes in America, 1927. 36 p.

A study of 106 houses built as practice work by the boys of carpentry and building trades classes of schools.

2098. **Johnson, Clarence Elbert.** The effectiveness of different forms of instruction in prevocational mechanics. Master's thesis, 1927-28. Stanford university, Stanford University, Calif.

2099. **Krook, William C.** The equipment and lay-out of the manual training shop in a modern high school. Master's thesis, 1927-28. University of New Hampshire, Durham.

2100. **Miller C. M.** Basic principles and policies involved in the administration and supervision of vocational education less than college grade. Master's thesis, 1928. Kansas state agricultural college, Manhattan. 89 p. ms.

2101. **Proffitt, Maris M.** Industrial education in 1924-1926. Washington, United States Government printing office, 1927. 29 p. (U. S. Bureau of education. Bulletin, 1927, no. 29)

Advance sheets from the Biennial survey of education, 1924-1926

2102. **San Francisco, Calif. Public schools.** Industrial arts. High school, grades IX, X, XI, XII. Curriculum bulletin, no. 206. San Francisco, Board of education, 1928. 27 p.

2103. **Sioux City, Iowa. Public schools.** Tentative curriculums for manual education shops. 1928. 102 p. ms.

2104. **Smith, Robert Ernest.** A study of the habits acquired by students of industrial arts in measuring of judging. Doctor's thesis, 1928. Ohio state university, Columbus. 185 p. ms.

A study of a group of 377 junior high school students, 241 part-time students, and 89 university engineering students. Findings: Bad measuring habits noted among junior high students are common to the groups examined. These habits are formed early in their laboratory careers; etc.

2105. **Tarbell, Robert Wesley.** A survey of indentured apprentice education in Milwaukee. Master's thesis, 1927. University of Chicago, Chicago, Ill.

2106. **Thomson, Francis A.** The curriculum of the mining school. 1928. Montana state school of mines, Butte. 8 p. ms.

A study of 37 mining schools with charts showing the per cent of time devoted to different subjects. The findings reveal an absolute lack of uniformity.

2107. **Todd, Rolland D.** An analysis of learning involved in machine shop practice. Master's thesis, 1928. University of Chicago, Chicago, Ill.

A study of pupil activities in the University of Chicago high school and the Technical high school of Chicago.

2108. **Tustison, E. E., and Brown, A. G.** A time distribution of objectives for junior high school industrial arts. 1928. Stout institute, Menomonie, Wis. 79 p. ms.

The purpose of the study was to set up a valid list of concrete objectives for junior high school industrial arts and to secure a consensus of the amount of time on a 100 per cent basis which should be allotted to each of the objectives. The returns of the study show the following time distribution: "Handyman" abilities, 25 per cent; exploratory experience, 25 per cent; vocational training, 12½ per cent; technical information, 12½ per cent; related information, 12½ per cent; occupational information, 12½ per cent.

2109. **Usher, Paul Bradford.** The present status of industrial arts in the small high schools of Indiana. Master's thesis, 1928. Indiana university, Bloomington. 97 p. ms.

2110. **Walton, Mrs. Maud Smith.** The correlation of teacher ratings in vocational exploratory courses with test scores of mechanical ability. Master's thesis, 1928. University of Southern California, Los Angeles.

2111. **Wandling, Harry F.** Vocational activities of Pasadena junior high school students. Master's thesis, 1928. University of Southern California, Los Angeles.

2112. **Weber, G. F.** Unspecialized activities of boys and men in South Bend, 1928. University of Chicago, Chicago, Ill. 210 p. ms.

The purpose of this study was to ascertain what activities boys and men engage in about the home that may serve as activities for the school shop. One thousand two hundred and eighty activities were listed, many of which occur often enough to make inclusion in a course of study essential.

2113. **Wiecking, Anna M.** Education through manual activity. 1928. State teachers college, Mankato, Minn. New York, Ginn and company, 1928.

For teachers of children from kindergarten through the third grade. This study deals with educational uses that may be made of handwork and industrial education, with some emphasis on method, values, and administration of manual activities.

2114. **Yager, Sylvan A.** The status of industrial arts in Indiana. Master's thesis, 1928. Indiana university, Bloomington. 192 p. ms.

See also Items 1189, 1196, 1238, 1262, 1618, 1784.

EDUCATIONAL AND VOCATIONAL GUIDANCE

2115. **Behrens, Richard H.** An analytical study of the duties of the chemical laboratory technician. Berkeley, Calif., 1927. 38 p. (University of California. Division of vocational education. Trade and industrial series, no. 6)

Division bulletin, no. 21, of the Division of vocational education of the University of California and of the State board of education.

2116. **Bogle, Alexander Patrick.** Vocational guidance in secondary schools. Master's thesis, 1927-28. University of New Hampshire, Durham.

2117. **Bowie, Lillian.** Case studies in personnel work in Woodward high school. Master's thesis, 1927-28. University of Cincinnati, Cincinnati, Ohio. 85 p. ms.

2118. **Brown, William Mosely.** A vocational guidance program for Washington and Lee university. 1928. Washington and Lee university, Lexington, Va.

This study made in collaboration with Mr. D. H. Wice, includes a survey of principles governing vocational guidance in colleges, study of forms used, permanence of vocational choices among college students, reasons for making these choices, influence of lack of vocational choice upon length of time a student stays in college, tabulation of vocational literature available for college students, etc.

2119. **Chicago, Ill. Board of education. Vocational guidance bureau.** A study of clerical positions for boys in large Chicago offices. Chicago, Board of education, 1928. 36 p. (Occupational studies, no. 15)

2120. **Clawson, E. A.** A study to determine the condition of vocational guidance in the rural high schools of Kansas. Master's thesis, 1928. Kansas state agricultural college, Manhattan. 84 p. ms.

2121. **Devricks, Robert K.** Educational guidance for students in Indiana colleges in choosing high-school teaching majors. Master's thesis, 1928. Indiana university, Bloomington. 257 p. ms.

2122. **Dickinson, Alzina Sarah.** The adolescent and vocations within the church: a study in vocational guidance. Master's thesis, 1928. Yale university, New Haven, Conn. 56 p. ms.

2123. **Doerschuk, Beatrice.** The woman secretary. In National association of appointment secretaries. Proceedings, 1928. p. 11-17.

A survey of the duties, salaries, promotions, and education of women in secretarial work, made by the Bureau of vocational information from records received from 2,516 women in the United States who had had experience in secretarial work.

2124. **Gerberich, J. Raymond.** Placement of the graduates of a small high school. Master's thesis, 1928. State university of Iowa, Iowa City. 83 p. ms.

2125. **Greenwood, Vernon.** Relation between the vocational ambitions and vocational knowledge of high-school students. Master's thesis, 1927-28. Stanford university, Stanford University, Calif.

2126. **Gruenler, Arthur Milton.** Vocational guidance in the junior high schools. Master's thesis, 1928. University of Denver, Denver, Colo.

2127. **Harris, Paul Everett.** A vocational guidance survey of Indiana senior high schools. Master's thesis, 1928. Indiana university, Bloomington. 134 p. ms.

2128. **Hartson, L. D.** Vocational stability of the Oberlin alumni. *In* National association of appointment secretaries. Proceedings, 1928. p. 29-35.

A study showing the occupational distribution of living male and female graduates of the Oberlin college of arts and sciences for the period 1877-1926. Findings: From the averages for the entire group studied, it takes the men 1.77 years and the women 1.4 years, to find their vocations. Half of the men and two-thirds of the women make no change in vocation; etc.

2129. **Hisey, Walter Edwin.** A twelve-year follow-up study of the educational and vocational interests of high-school students. Master's thesis, 1928. Indiana university, Bloomington. 50 p. ms.

2130. **Horton, Helen M.** Occupations for graduates of Los Angeles high schools. Master's thesis, 1928. University of Southern California, Los Angeles.

2131. **Houston, C. G.** An analysis of vocational interests of the 1927 entering class, University of Colorado. Master's thesis, 1928. University of Colorado, Boulder. 110 p. ms.

A study of 753 freshmen of the University of Colorado, 1927-28. Findings: 60 per cent of the women had chosen 14 vocations; 40 per cent had chosen no vocation; 73 per cent of the Arts men had chosen 19 vocations; while 27 per cent had not selected vocations.

2132. **Howe, Mary Frances.** Current practice in the guidance of junior and senior high school pupils. Master's thesis, 1928. University of Pittsburgh, Pittsburgh, Pa.

2133. **Hubbard, Ruth M.** A measurement of mechanical interests. *Pedagogical seminary and Journal of genetic psychology*, 35: 229-52, June 1928.

A study of the interests of junior high school boys.

2134. **Jones, Anna May.** Analysis of factors which affect stability of clerical employees in New York university, 1924-1928. Master's thesis, 1928. New York university, New York, N. Y. 82 p. ms.

Analysis of causes for release; correlations with education, time in service, age, and salary. Findings: Closer contact needed with department heads; more instructions to be given to new workers; reasons for release to be closely regarded in placements, etc.

2135. **Kersey, Cleon.** Vocational guidance study of continuation school students taking work in the general shop course. Master's thesis, 1928. University of Southern California, Los Angeles.

2136. **King, Frank Richard.** Possibilities of a full-time educational and vocational guidance department in Sequoia union high school, Redwood City, Calif. Master's thesis, 1927-28. Stanford university, Stanford University, Calif.

2137. **Krugman, Morris.** Adjustment problems of employed boys. Doctor's thesis, 1928. New York university, New York, N. Y.

2138. **Lanigan, Miss C. C.** Vocational guidance. 1928. Fordham university, New York, N. Y. 20 p. ms.

2139. **Leuther, Rev. Hilary A.** Educational guidance. Master's thesis, 1928. Catholic university of America, Washington, D. C. 52 p. ms.

A nonstatistical consideration of educational guidance in the high school.

2140. **Lord, J. Milton.** Evolution of the personnel movement in public schools of the United States. Master's thesis, 1928. New York university, New York, N. Y. 39 p. ms.

Historical review of the factors and movements leading up to the present concept of personnel service in education.

2141. **MacNeel, J. R.** The study of vocational guidance in a city system in the State of North Carolina. Master's thesis [1928] North Carolina state college, Raleigh.

2142. **McPheron, Wilfred I.** Vocational and educational guidance in the McAlester high school. Master's thesis, 1927. Colorado state teachers college, Greeley.

2143. **Meekins, E. N.** Vocational guidance in a rural school and community. Master's thesis [1928] North Carolina state college, Raleigh.

2144. **Milwaukee vocational school, Milwaukee, Wis. Division of vocational teacher training and research.** My life work. (A series of monographs)

This series consists of 40 separate monographs, published from 1924 to 1928.

2145. ——— The placement problem in the part-time vocational school. [1928]

The purpose of the survey was to discover, among other things, the educational background of the students, their reasons for desiring work and for leaving the full-time school, the size of the families, the number working in each family and whether they were contributing to the support of their families. Information as to the types of jobs held, the concerns worked for, the method of payment of wages, the reasons for being out of work, how jobs were obtained, and the number of jobs held was also sought by means of the questionnaires.

2146. **Munzo, Vedasto Z.** Job-problem analysis of the ten major truck crops of Florida. Master's thesis, 1928. University of Florida, Gainesville.

2147. **O'Brien, Mercedes Ellen.** Intelligence and interest as factors in guidance. Master's thesis, 1928. Boston university, Boston, Mass. 132 p.

This paper shows the importance of intelligence and interest in a teacher-counselor and in a program of guidance. Through attention to these principles, problem cases are called to the attention of the counselor, and contact between the counselor and pupil becomes intelligent and vital.

2148. **Pierson, Celia D.** The program of educational counseling in the Los Angeles city schools. Master's thesis, 1928. University of California, Berkeley. 223 p. ms.

The problem of this study is to describe the activities and analyze the effectiveness of the guidance program as carried on in the Los Angeles high schools. The data gathered from individual counselors make up a large proportion of the material used in this study.

2149. **Royster, Richard S.** An investigation of the vocational experience and status of 100 graduates of the Pullman free school of manual training. Master's thesis, 1928. University of Chicago, Chicago, Ill. 66 p. ms.

2150. **Salisch, Lydia A.** A study of the waitress' trade with recommendations for training. Master's thesis, 1928. University of California, Berkeley.

The purpose of this study is to give a description of the work of a waitress in a public food dispensary, the things she does, the things she must do, and appreciations which help her to become a more expert waitress. On the basis of such an analysis a plan for the training of waitresses by the public school system is recommended.

2151. **Taylor, Don H.** Adjustment problems of young printers. Doctor's thesis, 1928. National junior personnel service and New York university, New York, N. Y. 213 p. ms.

Interview study of 345 young printers of New York city with a view to determining their problems as they sense them, their evaluation of social and educational agencies with which they have come in contact, their further educational and vocational ambitions, etc.

2152. **Warren, Ohio. City schools.** Educational and vocational guidance for eighth-grade pupils. 1928. 49 p. ms.

2153. **Weeks, Alice L.** A follow-up study of all high-school graduates 1928. Public schools, Providence, R. I. In Providence public school bulletin, vol. 3, no. 3, March 1928.

A summary of follow-up reports for four Providence high schools presents the following information: About 600 pupils received their diplomas in June 1928, and 50 per cent of them continued their education in other institutions of learning. Among the graduates who went to work, clerical occupations received 40 per cent of the boys and 87 per cent of the girls.

2154. **Wells, Aileen.** Educational occupations and specific training of certain Peabody graduating classes. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

For the purpose of this study the following groups were chosen: All B. S. graduates of 1916, 1921, and 1926, all M. A. graduates of 1916, 1921, and 1926, all Ph. D. graduates up to and including those of 1927. The conclusions are based on the findings in 552 cases. Findings: All but 15 per cent of the graduates are engaged in technically educational work; of these 53 per cent are in public school work, 27 per cent are in teachers colleges, and 20 per cent are in other colleges and universities.

See also Items 1885, 2288.

AGRICULTURE

2155. **Berry, Albert LeRoy.** Development in organization and methods in building a community program around the vocational agriculture department. Master's thesis, 1928. Kansas state agricultural college, Manhattan. 49 p. ms.

2156. **Clark, B. F.** The use of the community farm survey as a means of improving agriculture in the Bondurant, Iowa, community. Master's thesis, 1927. Iowa state college, Ames. 80 p. ms.

A survey was made of 85 typical farms in 1924 and of 56 in 1926, to determine the influence of agricultural instruction under the Smith-Hughes act upon the agriculture of the community.

2157. **Crawford, L. S.** Agricultural handbook for Wyoming. Master's thesis, 1928. University of Wyoming, Laramie. 448 p. ms.

2158. **Daugtridge, Stanley Leon.** A study of home projects (in agriculture) in North Carolina, with suggestions for realizing more of the potential educational values and increasing the financial returns. Master's thesis [1928]. North Carolina state college, Raleigh.

Statistics, etc., of the scope, values, and uses of projects carried on in North Carolina in the all-day, part-time, day-unit, and evening classes.

2159. **Davis, Fred Raymond.** The relative value of vocational agriculture training to the average high-school student who takes it. Master's thesis, 1928. Ohio state university, Columbus. 40 p. ms.

A general study of the condition in Ohio and a detailed study of supervisory district 11 in Ohio. Findings: A reasonable percentage of those who are enrolled in vocational agriculture make subsequent use of the training.

2160. **Deibert, James Leonard.** The validating of an achievement test in agriculture. Master's thesis, 1927. State university of Iowa, Iowa City. 55 p. ms.

2161. **Fuller, F. E.** Agriculture for rural schools. 1927-28. Iowa state teachers college, Cedar Falls. 102 p. ms.

This study consists of 36 lessons in poultry and 15 lessons in potatoes to assist the rural teacher in the presentation of agriculture.

2162. **Gracy, Brainard B., jr.** Aims and accomplishments of agricultural departments of state teachers colleges. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

The data presented were received from three sources: (1) Questionnaires sent to the presidents of all state teachers colleges; (2) catalogues of the above colleges; and (3) questionnaires sent to the 48 state superintendents of public instruction. Findings: Agriculture plays an important part in the curricula of the state teachers college; good laboratory equipment is essential to the proper teaching of agriculture; more courses are offered in animal husbandry than in any other branch of agriculture; general agriculture is offered by a larger percentage of the colleges giving agriculture than any other course, etc.

2163. **Hearst, William Francis.** The organization and methods of teaching the sciences related to vocational agriculture. Master's thesis, 1928. Kansas state agricultural college, Manhattan. 73 p. ms.

2164. **McIntosh, Daniel Cobb.** Method of forming a course in vocational agriculture for secondary schools. Doctor's thesis, 1927. Indiana university, Bloomington.

The aim of this study is to trace the development of secondary agricultural education in the United States to the present time with special reference to the courses of study; to study the methods of organizing the courses of study in agriculture; etc.

2165. **Magill, E. C., and others.** A study of graduate study in the South in agricultural education. 1928. Virginia polytechnic institute, Blacksburg, Va.

Various phases of graduate work were studied. Conclusions: Emphasis must be placed on the need for more research not dependent on graduate work. Only four departments had programs in 1926-27, but every one had work under way or definite plans worked out for it in 1927-28.

2166. **Pollom, L. B.** Study of the scope and content of farm mechanics courses and organization for teaching them in the vocational agricultural schools of Kansas. Master's thesis, 1928. Kansas state agricultural college, Manhattan. 45 p.

2167. **Saunders, Douglas.** The semi-professional vocations related to agriculture and the junior colleges of California. Master's thesis, 1928. University of California, Berkeley.

The purposes of this study are to determine what semi-professional vocations related to agriculture exist in the Great Valley of California, and to determine what relation should exist between these vocations and the junior colleges of California.

2168. **Schmidt, G. A.** Efficiency in vocational education in agriculture. Chicago, Ill., The Century company, 1928. 314 p.

This volume sets up 16 standards characterizing an effective program in vocational education, and discusses the application of these standards to any training course in vocational agriculture. The volume contains rating charts and minute directions for estimating the operating efficiency of any program in vocational education in agriculture on the basis of these 16 standards.

2169. **Schreiter, Herbert Gustave.** An analysis of the references to physics occurring in agricultural literature. Master's thesis, 1927. University of Chicago, Chicago, Ill.

2170. **Sharp, Marlay A.** A suggested course of study in farm mechanics for high schools, based on the opinions of 500 farmers. Master's thesis, 1928. Iowa state college, Ames. 37 p. ms.

The opinions of 500 Iowa farmers were secured as to the proper content of the course in farm mechanics in high schools having departments of vocational agriculture. Findings: (1) Furniture and cabinet making should, in the judgment of these farmers, be eliminated from courses in farm mechanics; (2) repair work is regarded as more important than construction work; (3) the course should include only genuinely practical projects in concrete work, harness repair, forge work, plumbing, painting, woodworking, rope work, soldering, tool sharpening, adjustment of gasoline engines, and repair of farm machinery.

2171. **Wallace, H. M.** Teaching farm engineering jobs in high schools. 1928. Virginia polytechnic institute, Blacksburg.

This is a study with recommendations for teaching farm engineering jobs to vocational students in agriculture in Virginia high schools:

2172. **Welton, Robert Lee.** The place of the class project in the vocational agricultural teaching program. Master's thesis, 1927. Kansas state agricultural college, Manhattan. 57 p. ms.

2173. **Wilson, James H.** Analysis of vocational agriculture in the high schools of Colorado. Master's thesis, 1928. University of Chicago, Chicago, Ill. 144 p. ms.

A study of correlation between courses of study and live stock and crop values in Colorado high schools. Findings: As a whole crops with greatest monetary value are given greatest attention. This is not true in regard to live stock.

See also Items 368, 796, 1155, 1158.

HOME ECONOMICS

2174. **Bailey, Frances.** The progress of home economics in the secondary schools, 1917-1927. Master's thesis [1928] University of Chicago, Chicago, Ill.

Comparison of objectives, organization, content, methods found by analysis of 50 state courses of study and review of articles relative to the development of home economics in the secondary schools during 1917 to 1927. Findings: Statements of objectives are more specific; emphasis on problem solving and appreciational objectives has increased; skill and information is decreasing. Subject matter of real social worth is being offered, as well as cooking and sewing.

2175. **Branson, Ernest P., and others.** Report on 7B home economics test. Long Beach, Calif., Department of research, City schools, 1928. 18 p. ms.

This test was devised and administered in Long Beach. It covers the selection and serving of foods.

2176. ——— Test on shelter and home lighting and heating. Long Beach, Calif., Department of research, City schools, 1928. 19 p. ms.

General science test covering two units of the Long Beach course of study. Reports difficulty of each part of the test and difficulty of each question for pupils of high and low ability.

2177. **Chadderdon, Hester.** A study of the use of time in 49 home economics classes. Master's thesis, 1928. University of Chicago, Chicago, Ill. 62 p. ms.

Activities of all pupils in 49 home economics classes within a radius of 90 miles of Chicago were tabulated in terms of pupils minutes, and the objectives being attained by pupils studied.

2178. **Crabbs, Lelah Mae, and Miller, Mabel Lawrence.** A survey of public school courses in child care for girls. Detroit, Mich., Merrill-Palmer school, 1927. 96 p.

The 48 state departments of education reported a total of 967 schools now presenting child care courses. In 32 states the course is presented in the home economics department and in 15 states it is presented with some phase of nursing or health work.

2179. **DeBona, Mrs. Merle Miller.** The history of home economics in Texas. Master's thesis, 1928. University of Texas, Austin. 187 p. ms.

2180. **East St. Louis, Ill. Public schools.** A study of foods for grade classes in home economics. 1928.

2181. **Good, Carter V.** The high-school curriculum in home economics. *Journal of home economics*, 19: 686-90, December 1927.

2182. **Holtzclaw, Katherine.** Attitudes toward home economics for women's liberal arts colleges. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

Findings: The majority of the administrators quoted personally feel that the women's liberal arts college should furnish specific preparation to women for their duties as wives, mothers, and citizens; every college of the 21 studied offers some courses in "modern home economics." The percentage of credit offered in these courses, in relation to the total amount required for the Bachelor of arts degree, varies from 5.7 per cent at Radcliffe to 79.8 per cent at Mills. Two hundred and seventy-nine of the women and girls who answered questionnaires wish home economics included in the curriculum; 63 consider such subjects unnecessary.

2183. **Huston, Hazel H.** An experiment in the supervision of a course in "Personal home and community hygiene" in vocational home economics in Ohio. Master's thesis, 1928. Ohio state university, Columbus. 150 p. ms.

Results: Methods of teaching improved; problems of beginning teachers solved; more suitable basic text found.

2184. **Jones, Evelyn Gertrude.** Home economics as a factor in the success of the modern home. Master's thesis, 1928. University of California, Berkeley.

Conclusions: As a result of the evaluation and analysis of the causes of failures in home-life suggested in this study, it would seem that teachers of home economics, in an endeavor to make the courses of most value, must have as a basic objective the development of those character traits most needed in the family relationships, notably, dependability, sense of responsibility, cooperativeness, self-control, cheerfulness, faithfulness, honesty, affection, courtesy, unselfishness, and tolerance.

2185. **Klopp, Mrs. Stella C. W.** A critical analysis of current newspapers and magazines to determine the amount, nature, and character of home economics offerings to the home and community. Master's thesis, 1928. University of Southern California, Los Angeles.

2186. **Landin, Hazel M.** A study of validity of a true-false test in foods. Master's thesis, 1927. State college of Washington, Pullman. 61 p. ms.

True-false test scores and various indexes of pupils' capabilities were secured from foods classes in 21 representative high schools. True-false and traditional tests about equally valid, or equally invalid.

2187. **Lansing, Mich. Board of education.** Courses of study in home economics for the public schools of Lansing, Mich., grades VI to XII, inclusive. Lansing, Mich., Board of education, 1927. 159 p.

2188. **Marwell, Elsie.** Desirable traits for high-school daughters and means of developing them in home economics classes. Master's thesis, 1928. University of Chicago, Chicago, Ill. 180 p. ms.

The purpose of this study was to determine the place of character education in home economics classes. Twenty-nine traits were agreed upon as desirable for high-school daughters.

2189. **Miller, Ellen.** An outline for the teaching of homemaking. Detroit, Mich., Merrill-Palmer school, 1927. 103 p.

2190. **Parker, Delia.** Home economics emphasis in five magazines and a newspaper for a year. Master's thesis, 1928. University of Chicago, Chicago, Ill.

A study of three women's magazines, two rural periodicals, and a metropolitan newspaper with the largest circulation among homemakers to determine the range of topics being presented, the emphasis of topics, the technical terms used, and the contrast in amount of material offered in 1927 to that offered in 1919. Findings: There is a universal demand for home economics information covering various phases of the subject and there is a need for adult education in these subjects.

2191. **Quilling, Florence.** College clothing entrance test. Master's thesis, 1928. University of Chicago, Chicago, Ill.

The purpose of this study was to prepare a test suitable to use in beginning clothing courses in college based on abilities set up in recent high school state and city clothing courses.

2192. **Richardson, Anna E., and Miller, Mabel L.** Child development and parental education in home economics. 1928. Merrill Palmer school, Detroit, Mich. Baltimore, Md., American home economics association, 1928. 125 p.

A survey of schools and colleges.

2193. **Rose, Ella J.** Analysis of home economics textbooks to determine certain standards. Master's thesis, 1927. University of Minnesota, Minneapolis. 100 p. ms.

A study of home economics textbooks most used in high schools, with opinions of teachers and supervisors.

2194. **Stewart, E. A., and Carreon, M. L.** Results of home-economics survey. Manila, P. I., Bureau of education, 1928. 5 p.

A survey of instruction in food selection and diet, sewing and textile studies in 42 divisions. Findings: There was an improvement in 1928 over the results in 1927 in the medians.

2195. **Tatum, Nannie Ella.** Development of home economics in state teachers colleges in Missouri. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

Findings: The results of this study show: (1) That some form of home economics was offered in 1900; all the normal schools had introduced courses by 1908; the work offered was principally sewing and cooking; (2) the state normal schools were changed to state teachers colleges in 1919, at which time the courses in home economics were increased in number and changed in variety and content to meet the requirements of a standard senior college; and (3) the courses offered at the present time include practically every phase of home economics work, meet the requirements for training teachers of vocational home economics, and are planned according to the newer trend in home economics.

2196. **Whitcomb, Emeline S.** Achievements in home economics education. Washington, United States Government printing office, 1927. 26 p. (U. S. Bureau of education. Bulletin, 1927, no. 35)

Advance sheets from the Biennial survey of education in the United States, 1924-1926.

2197. ——— Typical child care and parenthood education in home economics departments. Washington, United States Government printing office, 1927. 62 p. illus. (U. S. Bureau of education. Bulletin, 1927, no. 17)

2198. **Wiebking, Edith Gale.** A survey of home economics work offered in the consolidated schools of Weld county, Colo. Master's thesis, 1927. Colorado state teachers college, Greeley.

2199. **Wilson, Almira Seiter.** Trends in the development of education for parenthood. Master's thesis, 1928. University of Southern California, Los Angeles.

2200. **Wilson, Mary.** A study of homemaking activities of girls in rural Mississippi. Master's thesis, 1928. University of Chicago, Chicago, Ill.

The purpose of this study was to determine the practices and needs of girls in rural Mississippi, especially in the use of time and energy in their homemaking activities.

See also Items 1152, 1768, 1869.

COMMERCIAL EDUCATION

2201. **Arnold, Frank J.** A comparative study of the educational results of a cooperative commercial group and a noncooperative commercial group in secondary education. Master's thesis, 1928. New York university, New York, N. Y.

The graduating classes of two of the New York city high schools were studied. Both groups were prepared for business, one with traditional commercial course and the other with the cooperative plan.

2202. **Atkinson, Earl Wesley.** An experiment in teaching bookkeeping. Master's thesis, 1928. University of Pittsburgh, Pittsburgh, Pa.

2203. **Brown, Katherine L.** An investigation into the recognition given in senior high school to junior high school commercial work. Master's thesis, 1928. Indiana university, Bloomington. 80 p. ms.

2204. **Buell, Florence.** Analysis of business needs in a small community as a basis for a course in office training. Master's thesis, 1928. University of Southern California, Los Angeles.

2205. **Dush, Willa M.** The building and use of achievement tests in Gregg shorthand. Master's thesis [1928]. New York university, New York, N. Y. 64 p. ms.

Gives specimen tests on Lesson XII of the Gregg manual. A new group test for reading ability is needed. Further experimentation with improvised achievement tests is highly desirable.

2206. **Gilmore, Nettie C.** A study in junior clerical training. Master's thesis, 1928. Indiana university, Bloomington. 76 p. ms.

2207. **Good, Carter V.** The high-school curriculum in commercial education. Journal of commercial education, 56: 263-65, November 1927.

2208. **Kyker, Benjamin Frank.** The commercial curriculum. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

This is an investigation of the following problems: (1) How much general education should a stenographer have? (2) what are the promotional opportunities for stenographers? and what is the related promotional training? (3) what qualities and traits do employers desire in stenographers? Conclusions: A stenographer should have at least four years of high-school work. The positions of private secretary, head or supervising stenographer, office manager, and bookkeeper are the positions to which stenographers are most likely to be promoted.

2209. **Lucas, Darrel B.** The relative values of positive and negative appeals in advertising. Doctor's thesis, 1928. New York university, New York, N. Y.

2210. **Malott, J. O.** Commercial education in 1924-1926. Washington, United States Government printing office, 1928. 33 p. (U. S. Bureau of education. Bulletin, 1928, no. 4)

Advance sheets from the Biennial survey of education in the United States, 1924-1926.

2211. **Overholtzer, John M.** A study of the possibilities of predicting typing ability. Master's thesis, 1928. University of Southern California, Los Angeles.

2212. **Phillips, James Paul.** A study of commercial education with special reference to Tennessee. Master's thesis [1928]. University of Tennessee, Knoxville.

2213. **Pogue, Frances.** A shorthand manual based on the Gregg system. Master's thesis, 1928. University of Colorado, Boulder. 58 p. ms.

The purpose of this study was to show the need for revision of the Gregg shorthand manual when used in senior high schools and to suggest revisions. Factors needing revision are general plan and arrangement of text, age, previous training, and mentality requirements of pupils that undertake the study of shorthand.

2214. **Reed, Clinton A.** Bookkeeping statement forms. Albany, New York state education department, 1928. 12 p.

A study of forms in representative textbooks, forms submitted by 350 teachers, accountants, etc.

2215. **Rivers, Lillian Frances.** An evaluation of the commercial curriculum of the Fullerton union high school and junior college in terms of the subsequent experience of graduates. Master's thesis, 1928. University of Southern California, Los Angeles.

2216. **Romberg, Annie.** Educational aspects of advertising. Master's thesis, 1927. Southern Methodist university, Dallas, Texas. 136 p. ms.

A study of the growth and development of advertising, teaching methods used in advertising, educational contributions of advertising, extent and effectiveness of advertising as educational factor. Findings: Commercial advertising is valuable in promoting better health and moral education, in advancing civic life and the appreciation of art.

2217. **Rowland, Dewey.** Current bookkeeping practice in relation to the high-school commercial course in bookkeeping. Master's thesis, 1928. University of Southern California, Los Angeles.

2218. **Schlepppegrell, Adolphine Marie.** A comparative study of the English and stenographic ability of commercial students. Master's thesis, 1927-28. Stanford university, Stanford University, Calif.

2219. **Schoenberg, Samuel.** What should be the commercial curriculum of a general continuation school. Master's thesis, 1928. New York university New York, N. Y.

This study involved an analysis of present courses of study and an analysis of pupils in general continuation schools.

2220. **Sollars, Robert C.** The commercial curriculum in Indiana. Master's thesis, 1928. Ohio state university, Columbus. 190 p. ms.

A survey of commercial curricula in the secondary schools of Indiana.

2221. **Stedman, Melissa Branson.** A study of the possibilities of prognosis of school success in bookkeeping and typewriting. Master's thesis, 1928. University of Southern California, Los Angeles.

2222. **Tonne, Herbert A.** The status of ninth-year bookkeeping in Elizabeth junior high schools. Master's thesis, 1928. New York university, New York, N. Y.

A study of the bookkeeping needs of the parents of commercial curriculum students in a junior high school to determine, if possible, what elements of bookkeeping, and what emphasis should be given in teaching bookkeeping. Findings: The bookkeeping being taught at present does not appear satisfactory in terms of the needs of pupils.

2223. **Wood, Ethel H.** Correlation of prognostic tests and will-temperament tests with actual results in Gregg shorthand. Master's thesis, 1928. State college of Washington, Pullman. 62 p. ms.

A study of the prediction value of Monroe reading, Downey will-temperament (and Downey subtest), Hoke prognostic tests, and Terman group mental tests, tried with two groups in succeeding years. Findings: Little prediction value discovered. Hoke and Terman scores show slight relationship with grades secured. Only zero order coefficient computed.

2224. **Wood, Winifred Maude Gantt.** Relationship between intelligence quotient and achievement in typing. Master's thesis, 1928. University of Southern California, Los Angeles.

See also Items 662, 672, 1181, 1191, 1263, 1267, 2119, 2134.

PROFESSIONAL EDUCATION

2225. **Commission on medical education.** Second report, January 1928. 86 p.

A review of the data and opinions regarding medical education in the United States and Canada indicates that a large majority of physicians and educators who are familiar with the problem are evidently of the opinion that the general features of present medical training compare favorably with those in other fields of education and that very great improvement has occurred in recent years. It is true that only a few medical schools have been able to approximate the highest standards in every detail.

2226. **Gies, William J.** Dental education in the United States and Canada. New York City, Carnegie foundation for the advancement of teaching, 1927. 692 p. (Carnegie foundation for the advancement of teaching. Bulletin no. 19)

A general survey of dentistry, the education and professional training of dentists, and conditions at dental schools. Findings: Dentistry is a division of health service, which, continued as a separately organized profession, should be made the service equivalent of an oral specialty of medical practice, by an improved system of education that would be intimately associated with medical education.

2227. **Grunewald, Lucile Roena.** A study of physiotherapy as a vocation. Master's thesis, 1928. University of Southern California, Los Angeles.

2228. **Hammond, H. P., and Stoddard, George Dinsmore.** A study of placement examinations. Iowa City, State university of Iowa, 1928. 59 p. (University of Iowa studies in education, vol. IV, no. 7, March 1, 1928)

The purpose of this study was to test the usefulness of the Iowa placement examinations in engineering colleges. These examinations constitute a series of educational tests designed to measure the training and aptitude of students for subjects commonly included in the first year of engineering curricula.

2229. **McConville, Rev. James J.** The development of the seminary curriculum. Master's thesis, 1928. Catholic university of America, Washington, D. C. 42 p. ms.

2230. **Reed, Alfred Z.** Present-day law schools in the United States and Canada. New York city, Carnegie foundation for the advancement of teaching, 1928. 598 p. (Carnegie foundation for the advancement of teaching. Bulletin, no. 21)

This bulletin deals with the function and work of present-day law schools in the United States and the Dominion of Canada so far as that relation can be interpreted through the curricula, conditions of administration, methods of teaching, and the relations of these law schools to practitioners of law.

2231. ——— Review of legal education in the United States and Canada for the years 1926 and 1927. New York city, Carnegie foundation for the advancement of teaching, 1928. 41 p.

The review contains only what is characterized as routine or reference material, relating chiefly to the standards that are promulgated by the associations, and to the corresponding requirements that are actually announced by bar admission authorities and by law schools.

2232. **Sewell, Franklin C.** An analysis of the textbooks used in the teaching of the law in the secondary schools of the state of California. Master's thesis, 1928. University of Southern California, Los Angeles.

2233. **Stirewalt, Martin Luther.** The curricula of selected Lutheran theological seminaries in the United States. Master's thesis, 1928. Northwestern university, Evanston, Ill.

2234. **Thompson, W. O.** A report on a survey of theological seminaries and the Assembly's training school of the Presbyterian church in the United States. 1928. Board of education, Presbyterian church in the United States. 28 p. Survey of theological training of the Presbyterian church in the United States.

2235. **United States. Bureau of education.** Enrollments in engineering colleges for the years 1926-27 and 1927-28. Washington, D. C., May 1928. 5 p. ms.

2236. **Wood, Ben D.** Measurement of law school work, III. Reprinted from Columbia law review, vol. XXVII, no. 7, November 1927.

See also Item 1424.

CIVIC EDUCATION

2237. **Ault, H. M.** Past, present, and future of citizenship training in the high school. Master's thesis, 1928. University of Akron, Akron, Ohio. 84 p.

2238. **Beechel, Edith E.** A citizenship program for elementary schools. Doctor's thesis, 1928. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1928. (Contributions to education, no. 335.)

The writer aims to give in sufficient detail the fundamental principles underlying a citizenship program and the essential steps in carrying out such an undertaking.

2239. **Garr, William G.** Education for world citizenship. Stanford University, Calif., Stanford university press, 1928. 230 p.

2240. **Collins, Walter L.** Citizens in the making. A citizenship course for the elementary school. 1928. University of Cincinnati, Cincinnati, Ohio.

2241. **Dalke, Abe H.** A comparative study of some community civics textbooks, with special considerations of Hepner, "The good citizen," the Kansas adopted state text. Master's thesis, 1928. University of Kansas, Lawrence.

2242. **Fastenan, Anna.** Civic information possessed by sixth-grade children of South Dakota. Master's thesis, 1928. University of Chicago, Chicago, Ill. 79 p. ms.

A survey of civic information possessed by children of the sixth-grade level of 21 school systems in a rural state. Findings: Systematic instruction in community civics is necessary. One can not depend upon the child acquiring what he should know through home discussions, reading, and social contacts. The Burton inventory was used as the basis of the study.

2243. **Higbee, Mary Belle.** Methods of deriving civic values from certain high-schools subjects. Master's thesis, 1928. University of Southern California, Los Angeles.

2244. **McGehee, Delilah.** Socialized work of seventh grade in civics, geography, health, and history. Salisbury, N. C., Rowan county public schools, 1928.

Through socialized work in the Woodlief union school, better citizens were made. There was a marked influence on discipline and habits of cooperation were promoted.

2245. **McKenzie, Katherine.** Methods of teaching citizenship through current events. Master's thesis, 1928. University of Southern California, Los Angeles.

2246. **Mahan, Thomas Jefferson.** An analysis of the characteristics of citizenship. Doctor's thesis, 1928. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1928. 43 p. (Contributions to education, no. 315).

The purpose of this study was to determine some of the duties, difficulties, and traits of citizenship and to determine the extent to which the schools are now providing for the teaching of such duties, etc. Conclusions: The existing civics texts do not meet the needs shown by an analysis of duties, difficulties, and qualities of citizenship which representative citizens report as most important; civics courses as now organized do not train pupils for these duties; etc.

2247. **Osburn, William Q.** An experimental evaluation of certain methods of instruction in civics for adults in evening schools. Master's thesis, 1928. University of Southern California, Los Angeles.

2248. **Peters, C. C.** Education for citizenship in a democracy. 1928. Pennsylvania state college, State College. 275 p. (To be published by Longmans Green and company, New York, N. Y.)

Analysis of citizenship, social and industrial democracy into about 300 items. Objective methods were used in the analysis.

2249. **Stanton, Joseph O.** A comparative summary of literature on methods of teaching citizenship. Master's thesis, 1928. University of Southern California, Los Angeles.

2250. **Titterington, Anna Montague.** A comparison of the citizenship training in platoon schools with that in schools of the traditional type. Master's thesis, 1927. University of Chicago, Chicago, Ill.

2251. **Wilkinson, Helen Septa Samuel.** Objectives in civic education. Master's thesis, 1928. Boston university, Boston, Mass.

See also Items 137, 855, 955, 2255.

MILITARY EDUCATION

2252. **Greene, Charles E.** Operation of junior R. O. T. C. units. Denver, Colo., Public schools, 1928. 4 p. ms.

EDUCATION OF WOMEN

2253. **Adams, Lucy Hartt.** High-school practices pertaining to the social guidance of girls. Master's thesis, 1928. Colorado state teachers college, Greeley.

2254. **Barrett, Ivah Merwin.** The scholastic career of women students. Master's thesis, 1927. University of Kansas, Lawrence.

2255. **DeBoer, Lawrence P.** The civic and social topics discussed in women's clubs. Master's thesis, 1928. University of Chicago, Chicago, Ill. 105 p. ms. A study of women's clubs of the state of Illinois.

2256. **Dillard, Mary Eliza.** Is there a place for a dean of girls in the high schools of South Carolina? Master's thesis, 1928. University of South Carolina, Columbia.

2257. **Flood, Georgia S.** A digest of reasons for the existence of the office of dean of girls in secondary schools. Master's thesis, 1928. Indiana university, Bloomington. 204 p. ms.

2258. **Good, Carter V., and Good, Virginia.** A study of the dean of girls in secondary schools. 1927. Miami university, Oxford, Ohio. Educational administration and supervision, 13: 599-610, December 1927. A study of 104 high schools.

2259. **Haitbrink, Winifred N.** Methods of solving certain problems confronting the dean of girls in secondary schools. Master's thesis, 1928. University of Southern California, Los Angeles.

2260. **Jones, Jane Louise.** A personnel study of the work of women deans in colleges and universities. Doctor's thesis, 1928. Teachers college, Columbia university, New York, N. Y. (To be published)

Findings: A woman is found performing the function of dean in 394, or 94 per cent, of the institutions investigated. The title of Dean of women is usual in coeducational institutions. Ninety-one per cent of the deans have taken the bachelor's degree, 57 per cent have the master's degree, and 15 per cent the doctor's degree. Fifty per cent of the deans are receiving between \$2,096 and \$3,531, annually.

2261. **Leatherman, Zoe Emily.** A further study of the maladjusted college student: Results. Master's thesis, 1928. Ohio state university, Columbus. 263 p. ms.

Conclusions: Application of mental hygiene methods to the problems of college women is one of the greatest needs of the present day and the most hopeful of beneficial results.

2262. **MacRury, Norma Olive.** Theories on the education of women in France: Master's thesis, 1928. Boston university, Boston, Mass.

2263. **Milwaukee vocational school, Milwaukee, Wis.** Division of vocational teacher training and research. Clothes, money, and the working girl. 1928. 80 p.

In this study the following subjects were investigated: Average income of the working girls attending the school; average expenditure for clothing; apportionment of money earned; number and kinds of articles of clothing purchased; average prices paid; length of service for the various articles of clothing; and practical suggestions for a usable budget.

2264. **Raub, Mrs. Nellie Taylor.** The work of deans of women in some coeducational colleges and universities of the North central association of colleges and secondary schools. Master's thesis, 1928. Indiana university, Bloomington, 49 p. ms.

2265. **Slavens, Jean.** The dean of girls. Master's thesis, 1927-28. Stanford university, Stanford University, Calif.

2266. **Smyer, Mary Walter.** A study of problem experiences of senior high school girls. Master's thesis, 1928. Northwestern university, Evanston, Ill.

2267. **Switzer, Opal Risdon.** A questionnaire study of the status, function, and duties of dean of girls, girls' vice-principal or adviser of girls. Master's thesis, 1928. University of Southern California, Los Angeles.

2268. **Talcott, Jennie W.** Contribution of women to American education. Master's thesis, 1927. Cornell university, Ithaca, N. Y. 145 p. ms.

Study and criticism of the part women have played constructively in American education. Conclusions: Contribution considerable in amount, but not commensurate with numbers of women in education.

2269. **Thomas, Mary Virginia.** The status of women professors in American colleges and universities. Master's thesis, 1928. Northwestern university, Evanston, Ill.

2270. **Tilden, Dorothy Mary.** Programs for the social education of adolescent girls. Master's thesis, 1928. Boston university, Boston, Mass.

2271. **Vassar college, Poughkeepsie, N. Y. Class in statistics, 1927-1928.** Physical development of Vassar students, 1921-1927, ed. by Minnie C. Loewenstein. Vassar journal of undergraduate studies, vol. III, May 1928. p. 3-11.

A comparison of the typical freshman in 1923-1927 with the typical freshman in 1891-1895, shows that Miss 1927 is almost two inches taller than Miss 1895 and is over a half year younger; Miss 1927 is about seven pounds heavier, and her waist is a little over an inch larger. Miss 1927 is very athletic, and claims to be somewhat proficient in 10 sports, while Miss 1895 thinks she might try one.

2272. **Walsh, Luville Gertrude.** Educated women and women in education: Types selected from the Christian era. Master's thesis, 1927-28. Stanford university, Stanford University, Calif.

2273. **Wei, Wilson Shih-Sheng.** The education of women in modern China. Master's thesis, 1927-28. Stanford university, Stanford University, Calif.

2274. **Wingard, Kathleen Mars.** History of the Woman's college of Due West, South Carolina. Master's thesis, 1928. University of South Carolina, Columbia.

See also Items 1677, 1810, 1813, 1829, 1885, 1905, 2039, 2123, 2182, 2188, 2200, 2357, 2372.

NEGRO EDUCATION

2275. **Brown, Paul Ervin.** A comparative study in education—Negro and White. Master's thesis, 1928. University of Rochester, Rochester, N. Y. 195 p. ms.

A statistical study of the relative amount of money spent for negro education in proportion to negro school population, including description of approximately 50 negro schools in the states of Mississippi, Georgia, North Carolina and South Carolina, giving training and salary of teachers. Findings: Inadequacy of present negro education and discrimination against the negro child.

2276. **Dickens, Brooks.** History of negro education in North Carolina. [1928] Shaw university, Raleigh, N. C.

The development of negro education in North Carolina; legislative activities, philanthropic agencies, trends, etc.

2277. **Elder, Alfonso.** Freshmen and seniors in the negro colleges in North Carolina. 1927. North Carolina college for negroes, Durham. 62 p.

2278. **Jackson, Luther P.** A century of negro education in Petersburg, Va. 1928. Virginia normal and industrial institute, Ettrick, Va.

2279. **Kettler, Albert Julian.** The legal basis of education for negroes in the United States. Master's thesis, 1927. University of Chicago, Chicago, Ill.

2280. **La Grone, Cyrus W.** History of negro education at Marshall, Texas. Master's thesis, 1927. Southern Methodist university, Dallas, Texas. 163 p. ms.

An account of the history of two negro colleges at Marshall, Tex., Wiley college and Bishop college, recognized as standard southern negro colleges, also an account of public education among the negroes at the same city, being chiefly the life work of H. B. Pemberton, Principal of the negro high school. Findings: 95 per cent of the negroes in the better district of Marshall, Tex., own their own homes. Home ownership is directly due to the influence of negro teachers.

2281. **Lanier, Raphael O'Hara.** The history of negro education in Florida. Master's thesis, 1927-28. Stanford university, Stanford University, Calif.

2282. **Liston, Hardy.** A study of the work of the Jeanes supervising teachers for negro rural schools. Master's thesis, 1928. University of Chicago, Chicago, Ill. 112 p. ms.

A general survey of the activities and problems of Jeanes supervising teachers. Findings: Jeanes supervising teachers are largely performing the duties of an assistant county superintendent.

2283. **Nelson, Gurney E.** A study of the adaptation of instruction in elementary school to local conditions. Master's thesis, 1928. Ohio state university, Columbus. 100 p. ms.

A study of the teaching situation among negro teachers in the Piedmont section of North Carolina, to determine the extent to which they adapt their instructions to the experience, interests, and needs of pupils, and the extent to which they make use of local resources.

2284. **Porter, Jennie D.** The problem of negro education in northern and border cities. Doctor's thesis, 1928. University of Cincinnati, Cincinnati, Ohio.

2285. **Reitnouer, Mrs. Minnie G.** A comparative study of achievements of New Orleans tenth-grade colored pupils in reading comprehension, vocabulary, and spelling. Master's thesis, 1928. University of Southern California, Los Angeles.

2286. **Salone, Anthony.** Studies in achievement in negro children. Master's thesis, 1927. University of Kansas, Lawrence.

2287. **Swartz, Elsie.** Survey of negro education. 1928. Johns Hopkins university, Baltimore, Md.

2288. **Tompkins, Melvin, H.** An investigation of the vocational choices of negro high school pupils in Kansas City, Mo. Master's thesis, 1927. University of Kansas, Lawrence.

2289. **Wilkinson, B. S.** The negro colleges of South Carolina. [1928] State agricultural and mechanical college, Orangeburg, S. C.

A general survey, including organization, plant equipment, curricula, enrollment, faculty preparation, endowment, etc.

See also Items 42, 270, 285, 334, 904, 1188.

EDUCATION OF BLIND AND DEAF

2290. **Bednar, Christine.** Experimental work with deaf children. Silent reading in the kindergarten. In Chicago principals' club. Yearbook, 1928. Chicago, Chicago principals' club, 1928. p. 103-107.

2291. **Day, Herbert E., and others.** A survey of American schools for the deaf, 1924-1925. Washington, D. C., National research council, 1928.

Published originally in the American annals of the deaf.

2292. **Knotts, Josephine Rebecca.** Comparative study of Maze learning ability in blind and seeing children. Master's thesis, 1927-28. Stanford university, Stanford University, Calif.

2293. **Nicholson, W. B.** History of the education of the blind in Tennessee. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

2294. **Reeder, David C.** An analysis of the process of adjustment and the nature of experience consequent upon the loss of vision. Master's thesis, 1928. University of Southern California, Los Angeles.

2295. **United States. Bureau of education.** The hard-of-hearing child. Report of the Commission on education of the American federation of organizations for the hard-of-hearing. Washington, U. S. Government printing office, 1927. 14 p. (School health studies, no. 13, July 1927)

2296. **Whildin, Olive.** A study to evaluate method of teaching the hard-of-hearing. 1928. Johns Hopkins university, Baltimore, Md.

EXCEPTIONAL CHILDREN

2297. **Ale, Ida G.** The English situation as a background in meeting the needs of foreign children. Master's thesis, 1927. New York university, New York, N. Y. 116 p. ms.

This study deals with the language handicaps among foreign children. Shows conditions revealed by a psychological study within the school, a sociological study of the community, and a study of method and content in English in classroom.

2298. **Berger, Carey Kingsbury.** Success criteria for correctional schools and institutions. Master's thesis, 1928. University of Southern California, Los Angeles.

2299. **Blevins, E. M.** A foreign language in the home and its effect on school achievement. Master's thesis, 1927. State college of Washington, Pullman. 43 p. ms.

Gives scores secured from standardized tests in a school system with 536 pupils; 251 from homes in which English is spoken; 285 from homes speaking German. Findings: The foreign language group was retarded approximately one year in reading, language, history, literature, nature study, and somewhat in music, but is practically the equal of the English group in arithmetic, form completion, capitalization, and punctuation. One additional school year is usually sufficient to bring the foreign language group up to the level of the English speaking group.

2300. **Bowers, Mrs. Stella Martin.** Dependency, causes, mental and physical status of dependent children. Master's thesis, 1928. Ohio state university, Columbus. 78 p. ms.

Historical and experimental. A study of 111 cases. Findings: 62.1 per cent were below average mentally according to Stanford-Binet rating. Prime factor probably heredity, with environment as an important contributing factor. Physical condition approximates average.

2301. **Bowman, Leonard Leon.** The organization and administration of a special school. Master's thesis, 1927-28. Stanford university, Stanford University, Calif.

2302. **Brousseau, Kate.** Mongolism, a study of the physical and mental characteristics of Mongolian imbeciles. 1928. Mills college, Oakland, Calif. Baltimore, Williams and Wilkins company, 1928. 210 p.

2303. **Comly, Elizabeth M.** The maladjusted bright child. Master's thesis, 1928. Ohio state university, Columbus. 90 p. ms.

Twenty-five case studies of bright children over 120 I. Q. who were maladjusted in school.

2304. **Cooke, Dennis H.** A study of age-grade distribution in the Oxford orphanage school. Master's thesis, 1928. Duke university, Durham, N. C.

2305. **Dobson, Mary.** Some attributes of 16 gifted children in the schools of Lincoln, Nebr. Master's thesis, 1928. Teachers college, Columbia university, New York, N. Y. 120 p.

This study included scores in various standardized tests together with the performance tests. These scores correlated with case history and school history of each case.

2306. **Fauber, John B.** The extent to which special education has been organized in the 48 states. Master's thesis, 1928. Ohio state university, Columbus. 140 p. ms.

The extent of special education (subnormal, deaf, etc.) in cities of the United States whose population is 10,000 or more. Reports from 519 cities were received.

2307. **Garth, Thomas B.** The intelligence of Mexican school children. [1928] University of Denver, Denver, Colo.

A study of 1,004 Mexican school children of Texas, New Mexico, and Colorado, both rural and urban.

2308. **Gewin, Franklin P.** Education and care of juvenile male delinquents in Kentucky. Master's thesis, 1927. University of Kentucky, Lexington. 90 p. ms.

2309. **Goldberg, Sophia Joyce.** A study of the effectiveness of the methods of teaching reading to classes for the feeble-minded in Los Angeles. Master's thesis, 1928. University of Southern California, Los Angeles.

2310. **Hale, Virginia Ann.** Activities for children in orthopedic hospitals. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

Based on careful observation and investigation made in the Scottish Rite hospital for crippled children, Decatur, Ga., and the Hospital for crippled children, Memphis, Tenn., a tabulation has been made of various types of recreation in which crippled children may participate. Games and plays suitable have been classified according to use by children of various ages, of the two sexes, and of various types of handicap.

2311. **Harmon, Helen Williams.** School history of delinquent children in Franklin county. Master's thesis, 1928. Ohio state university, Columbus.

This paper covers several hundred children who have been in court. It shows which schools send most children into court. The status, rank, ability, etc., of 177 children are discussed rather fully.

2312. **Hayes, Margaret.** A study of problem cases in the Craven county schools. New Bern, N. C., Craven county public schools, 1928.

2313. **Herbst, Frieda.** The classification of pupils in relation to the problem of special classes in the Indianapolis public schools. Master's thesis, 1928. Indiana university, Bloomington. 63 p. ms.

2314. **Johnson, Henrietta A.** Summary of case histories of 447 atypical class pupils who have left school. Oakland, Calif., Public schools, 1928. 67 p. ms.

Occupational data and home conditions of atypical class pupils who have left school.

2315. **Klein, Eva S.** The psychology and school training of backward and defective children. Master's thesis, 1927-28. Yale university, New Haven Conn. 118 p. ms.

2316. **Kopf, Helen M.** Subsequent career of special class children. Piqua, Ohio, Public schools, 1928.

A survey of special class children to determine what subsequent career followed their school career.

2317. **Lorenzo, Louis.** The education of the feeble-minded in Vermont. 1928. Norwich university, Northfield, Vt. -25 p.

A comprehensive report of five years development of the work in Vermont since its inception.

2318. **McClure, William E.** Characteristics of problem children based on judgments of teachers. 1928. Juvenile adjustment agency, Toledo, Ohio. 23 p. ms.

This study covers 23,000 school children. Teachers reported their problem children and the characteristics of each. Two per cent of the children were reported to be problems. Proportion of boys to girls was 5 to 1. The most frequently reported traits were a tendency to annoy children nearby, lack of knowledge as to how to study, excessive whispering, carelessness in written work, general disobedience and disrespect of teacher, disorder during intermission, and unreliability.

2319. **McDowell, Elizabeth Dickinson.** Educational and emotional adjustments of stuttering children. Doctor's thesis, 1928. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1928. 59 p. (Contributions to education, no. 314)

Fifty pairs of subjects were compared to determine whether there were marked differences in the kinds of intelligence possessed by each, in school achievement, psychotic tendencies, social and emotional maladjustment, physical development, and in speech habits other than stuttering.

2320. **Moore, Joseph Rockefeller.** Racial differences in a California grammar school. Master's thesis, 1927-28. Stanford university, Stanford University, Calif.

2321. **Newcomb, Douglas Alexander.** Juvenile delinquency in the public schools. Master's thesis, 1927-28. Stanford university, Stanford University, Calif.

2322. **Nixon, Mabel.** A study of the correlations of certain mental trends in delinquent boys. Master's thesis, 1927. University of Kansas, Lawrence.

2323. **Oregon. University. School of education. Bureau of educational research, Eugene.** The ungraded room. University of Oregon leaflet series, vol. 13, no. 5, pt. 1, May 1928. 15 p.

2324. **Oshins, Louis.** Comprehensive study of the children of several ungraded classes. Master's thesis, 1927. College of the city of New York, New York, N. Y.

Case histories, including tests and judgments of children in ungraded classes. The children were mainly from an orphan asylum.

2325. **Palmer, Mary Elmina.** A study of personality traits of exceptional children with especial reference to good spellers. Master's thesis, 1928. State university of Iowa, Iowa City. 129 p. ms.

2326. **Putnam, Margaret Adelaide.** The educational status and adjustment of a group of modern orphans. Master's thesis, 1928. Wellesley college, Wellesley, Mass. 47 p. ms.

A study of 128 children in the Children's community center, New Haven, Conn., with reference to their grade placement and use of ability, as compared with other children in the New Haven public schools.

2327. **Reddy, Mary Emma.** An historical and statistical study of the training of supernormal children. 1927-28. Syracuse university, Syracuse, N. Y.

2328. **Reinhardt, James M.** Juvenile delinquency in a city of 18,000. 1928. University of North Dakota, Grand Forks. Dakota law review, June 1928.

2329. **Richards, Walter Marvin.** A study of delinquency in the five upper grades of the Herington public schools. Master's thesis, 1927. University of Kansas, Lawrence.

2330. **Rigg, Melvin.** Some further data on the language handicap. 1928. Kenyon college, Gambier, Ohio. Journal of educational psychology, 19: 252-56, April 1928. Reprinted.

A comparison of children of different national stocks in regard to intelligence, arithmetic, and reading scores. A slight language handicap exists.

2331. **Service, Maud A.** Case studies of B9 entrants who show low correlation between native endowment and scholastic achievement. Master's thesis, 1928. University of Southern California, Los Angeles.

2332. **Steiner, Jesse W.** Legal provisions for the education of crippled and feeble-minded children in the 48 states. Master's thesis, 1928. Ohio state university, Columbus. 95 p. ms.

A study of state laws relating to the education of crippled and feeble-minded children. Findings: Legislation is beneficial; state aid accelerates the formation of special classes.

2333. **Thormyer, Clara Barbara.** Characteristic traits of the disciplinary and truancy problem in the public schools. Master's thesis, 1928. Butler university, Indianapolis, Ind.

2334. **United States. Bureau of education.** Schools and classes for feeble-minded and subnormal children, 1926-27. Prepared in the Statistical division, Frank M. Phillips, chief., Washington, United States Government printing office, 1928. 21 p. (Bulletin, 1928, no. 5)

Advance sheets from the Biennial survey of education in the United States, 1924-1926.

2335. **Wallin, J. E. Wallace.** Differences in chronological age, mental capacity, and sex ratios of children referred from many school systems as candidates for special classes. 1928. Miami university, Oxford, Ohio.

2336. **Wilcox, Alfred Churchill.** A study of the relative progress made in an American school by pupils representing various European nationalities. Master's thesis, 1927. State university of Iowa, Iowa City. 50 p. ms.

2337. **Zook, D. B.** Mental moral traits of delinquents and potential delinquents. Master's thesis, 1928. University of Akron, Akron, Ohio. 103 p.

Six hundred and thirteen cases were studied. Findings: 275 cases manifested no unsocial behavior; little, if any, connection was found between behavior and intelligence.

See also Item 588.

EDUCATION EXTENSION

2338. **Alderman, L. B.** College and university extension helps in adult education. Washington, United States Government printing office, 1928. 35 p. (U. S. Bureau of education. Bulletin, 1928, no. 3)

2339. ——— Public education of adults in the years 1924-1926. Washington, United States Government printing office, 1927. 26 p. (U. S. Bureau of education. Bulletin, 1927, no. 18)

Advance sheets from the Biennial survey of education in the United States, 1924-1926.

2340. ——— Public evening schools for adults. Washington, United States Government printing office, 1927. 22 p. illus. (U. S. Bureau of education. Bulletin, 1927, no. 21)

2341. **Alexander, Mary Jane.** Correspondence course in festivals and pageants for educational institutions. Master's thesis, 1927. George Peabody college for teachers, Nashville, Tenn.

2342. **Balfry, Daisy F.** A history of the continuation school movement, with a diagnosis of the continuation school situation in Syracuse. 1927. Syracuse university, Syracuse, N. Y.

2343. **Bixler, H. H.** Follow-up of summer school work of high-school students. [1928] Board of education, Atlanta, Ga. 8 p. ms.

A study of the marks made by students during the semester following work taken in summer session. Findings: It seems to be desirable to recommend capable pupils to take advanced studies in summer school. With regard to pupils repeating work, no final conclusion was possible with the data at hand.

2344. **Chandler, Lawrence Francis.** An analysis of post-school activities of part-time students. Master's thesis, 1928. University of Southern California, Los Angeles.

2345. **Crump, Robert Edward.** Correspondence and class-extension work in Oklahoma. Doctor's thesis, 1928. Teachers college, Columbia university, New York, N. Y. Durant, Okla., Southeastern state teachers college, 1928. 109 p. (Southeastern state teachers college. Contributions to education, no. F)

A controlled experiment was arranged in which the same teacher taught three groups of students—one group by correspondence, one by class extension, and one by residence methods. Results on final examinations indicated that one method of instruction gives as good results as another.

2346. **Dent, Emma L.** A survey and analysis of the compulsory part-time schools laws of the United States. Master's thesis, 1928. Indiana university, Bloomington. 130 p. ms.

2347. **Gearon, James T.** Some determining factors in the continuation school curricula. Master's thesis, 1928. Boston university, Boston, Mass. 52 p.

This study finds that little can be accomplished in vocational training in the time given to it; that boys and girls in school from 4 to 48 hours can not be trained in a skilled occupation.

2348. **Gillis, John Allison.** The general continuation school. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

This study aims to show the historical background of the general continuation school, its growth since its introduction in the United States, and its current practices in organization and administration. The study reveals the need for more efficient teachers, more definite location of administrative control, more publicity for public cooperation and uniformity of organization, better methods of subject matter presentation, more adaptable subject matter content, and more systematic and effective tryout courses.

2349. **Haws, Murray William.** Apprentice training on the Santa Fe Railway system. Master's thesis, 1928. University of Southern California, Los Angeles.

2350. **Herridon, Estella Smoak.** The education of adult illiterates in South Carolina. Master's thesis, 1928. University of South Carolina, Columbia.

2351. **Horner, Cicely V.** Correspondence course of the principles of leadership in summer camps. Master's thesis, 1927. George Peabody college for teachers, Nashville, Tenn.

2352. **Illinois. Department of public instruction, Springfield.** The status of the summer school in secondary schools in Illinois (exclusive of the city of Chicago). 1927. 67 p.

Findings: The summer school is evidently meeting the needs of a large group of students and the same care and supervision should be given to it as to any other part of the school system. The right of pupils to free public secondary education has been so long established that the charging of tuition for summer school work should be discouraged. The summer school administrators should take care to keep the same standards of work and time as are maintained in the regular year.

2353. **Jones, Elmer Clifton.** The administration of adult education. Master's thesis, 1928. University of Southern California, Los Angeles.

2354. **Keidel, Anne Kellogg.** Needs, incentives, and aims in adult evening school education in the United States. Master's thesis, 1928. University of Southern California, Los Angeles.

2355. **Lawson, Willie Alexander.** A suggested state program of adult elementary education for the state of Arkansas. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

The program suggested is based upon: (1) The needs as found by the writer during five years' experience as director of adult education, (2) upon other state programs, and (3) upon requests from state and local directors elsewhere. The program itself consists of suggestions concerning underlying principles, legislation, administration, organization, finance, teacher training, and curriculum.

2356. **Middlebrooks, A. J.** The effectiveness of Americanization. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

In this discussion of immigration a picture of life in San Fernando, Mexico, is contrasted with the Mexican section of Harlingen, Tex. San Fernando shows the life of the Mexican at home, while Harlingen pictures the conditions of the Mexicans in the United States. The differences between the two show the effectiveness of Americanization.

2357. **Peterson, Gladys.** Correspondence course in coaching of girls' basketball. Master's thesis, 1927. George Peabody college for teachers, Nashville, Tenn.

2358. **Porter, Persis Bach.** The fluctuation of public evening high school attendance in Los Angeles. Master's thesis, 1928. University of Southern California, Los Angeles.

2359. **Rehbock, R. H.** The history of evening and adult school legislation in the United States since 1900. Master's thesis, 1928. University of Chicago, Chicago, Ill. 115 p. ms.

A brief treatment of the development of evening schools, from the standpoint of the law, down to 1900, and an exhaustive study of the laws in the 48 states since that time. Findings: There is a growing tendency to provide free public education for everyone and legislation permitting or creating evening and adult schools has usually been followed by stimulation in their growth. Evening schools existed in most states before any legislative action therefor. Only four states remain which have, as yet, passed no legislation of this type.

2360. **Thorndike, E. L.** Adult learning. 1928. American association for adult education, New York, N. Y. New York city, The Macmillan company, 1928. 335 p.

The result of an extended series of experiments to determine the ability of adults to learn at various age levels. The facts reported make it certain that adults can learn rather easily and rapidly, and probably could learn much more than they do.

2361. **Trautwein, Mary C.** A history of the development of schools for foreign-born adults in Los Angeles. Master's thesis, 1928. University of Southern California, Los Angeles.

2362. **United States. Federal board for vocational education.** A study of rehabilitated persons. A statistical analysis of the rehabilitation of 6,391 disabled persons. Washington, U. S. Government printing office, 1928. 46 p. (U. S. Federal board for vocational education. Bulletin, no. 132, Civilian vocational rehabilitation series; no. 16, June 1928)

2363. **Whiting, Frederic Allen, chairman.** Report of the committee on adult education, 1927. Cleveland conference for educational cooperation, Cleveland, Ohio. 1928. 70 p.

This report is the result of studies and investigations carried on by several committees over a period of more than two years. The Committee on formal adult education took as its problem those forms of after-school education "offered in organized sequences and curricula which may lead to examinations or credits." The Committee on informal adult education confined its work to such unorganized and loosely organized efforts as lie outside the formal field.

2364. **Woodell, B. F.** Study of extension in the institutions of higher learning in the North central association. Master's thesis, 1928. University of Akron, Akron, Ohio. 98 p.

Thirty-three and seven-tenths per cent of the institutions of higher learning in the North central association give extension work; 83.7 per cent of teacher-training institutions give extension work; and 8.8 per cent of junior colleges give extension work.

See also Items 2135, 2145, 2219, 2247.

LIBRARIES AND READING

2365. **Ambrose, Curtis Emory.** A study of high-school libraries with special reference to Indiana. Master's thesis, 1928. Indiana university, Bloomington. 116 p. ms.

Findings: Out of 33 full-time librarians reported in Indiana high schools only six were graduates of library schools. Many states recommend a minimum of 500 books for a high-school library. The certified high schools of Indiana average 385 books per school in their libraries. Indiana high-school libraries seem best equipped in the field of literature, about 35 per cent of all books being in this department.

2366. **Anderson, Jesse Fay.** Supplementary reading list annotated by high-school boys and girls of Indiana. Master's thesis, 1928. Indiana university, Bloomington. 104 p. ms.

Five thousand one-hundred and twenty-nine students in 13 high schools of varying size, in different types of communities, and in different parts of the state responded to a questionnaire asking for their three favorite books read during the current school year. The book choices were tabulated so as to indicate the age, grade, and sex of the students. Findings: As the students advance in high school, the reading tastes of the boys and girls become more nearly the same; a strong maternal home and love element predominates in girls' favorites while war, strenuous adventure, scouting and sports predominate in boys' favorites; the three most popular authors are Gene Stratton Porter, Zane Grey, and Charles Dickens.

2367. **Baldwin, Bird T.** The young child. Readings for parents. Reading with a purpose series. Chicago, American library association, 1928. 34 p. (Research studies, Iowa child welfare research station, State university of Iowa, Iowa City)

This course is a brief introduction to the study of the preschool child, with a list of a few of the best books for parents who wish an understanding of the significance of the early years of child life.

2368. **Bamberger, Florence E.** A minimum graded booklist for elementary classroom libraries. 1927. Johns Hopkins university, Baltimore, Md. 18 p. ms.

2369. **Banks, Lee Frazier.** A supervisory campaign in reading for Birmingham, Ala. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

This study gives an account of a supervisory campaign in reading in Birmingham, Ala., and draws some conclusions as to its value in improving the reading abilities of the pupils and in stimulating the professional growth of the teachers. The data used have been obtained from the regular and special reports from the principals of the Birmingham public schools and, in one case, from personal investigation at the Birmingham public library.

2370. **Bannerman, Jessie Shepherd.** A survey of newspapers in connection with the reading interests of adolescents. Master's thesis, 1927. University of Chicago, Chicago, Ill.

2371. **Bahta, Nola Katheryn.** An analytical study of the independent reading of junior high school pupils. Master's thesis, 1928. University of Chicago, Chicago, Ill.

Findings: Adventure and fiction of emotion were the most read. Boys read more than girls in every type of material.

2372. **Beaumont, Amanda Lee, and Green, Geraldine Robinson.** The dean's direction of the leisure reading of the women students in teacher-training institutions. 1928. National association of deans of women. Charleston, West Virginia state department of free schools, 1928. 71 p.

This study is based on information received from 55 answers to questionnaires sent to the teacher-training institutions in the United States. Contains a reading list compiled from answers to questionnaires. The study reveals the small number of hours that the average dean is able to spend on leisure reading.

2373. **Bishop, Merrill.** Book contacts of children in junior schools—based on an experiment set up in San Antonio, Tex. Master's thesis [1928] University of Texas, Austin. 86 p. ms.

2374. **Branson, Ernest P.** An experiment in substituting library reading for class instruction in the sixth grade. Long Beach, Calif., Department of research, City schools, 1928. 3 p. ms.

Four classes of 6-A pupils were compared under the library reading and class instruction plans. For a period of one semester, the sixth-grade amount of reading instruction can be decreased without detriment provided the pupils utilize the time saved by reading under the guidance of a librarian. The time devoted to classroom instruction under these circumstances needs to be directed especially toward practice in following precise directions, an outcome which is not realized by the library method. With this modification of method the library group may be expected to profit more than the nonlibrary group.

2375. **Brasfield, Nila Irene.** Reorganization of the Bryson college library, Fayetteville, Tenn. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

This study describes the negotiations between Bryson college and George Peabody college for teachers for library reorganization work.

2376. **Curley, Alice Minor.** An analysis of the methods used in investigating children's reading interests and a summary of the findings. Master's thesis, 1927-28. Yale university, New Haven, Conn. 251 p. ms.

2377. **Custer, Raymond E.** A study of libraries and study halls in 27 Kansas high schools. Master's thesis, 1928. University of Kansas, Lawrence.

2378. **Foster, Elinor Grace.** Selected list of children's books and magazines. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

2379. **Hu, I.** Experimental studies of reading habits of adult Chinese. Doctor's thesis, 1928. University of Chicago, Chicago, Ill. 141 p. ms.

This study is limited to comparisons between silent and oral reading, between different kinds of material, and between reading with and without punctuation. Chinese students in America were used as subjects. Findings: Reading silently is more economical than orally. Reading fiction is easier than prose, reading prose is easier than poetry. Punctuation has a facilitating influence on reading. Adult reading habits in Chinese are comparable to those in English.

2380. **Huber, Miriam Blanton.** The influence of intelligence upon children's reading interests. Doctor's thesis, 1928. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1928. 39 p. (Contributions to education, no. 312)

Selections from children's literature were presented to groups of children of different levels of intelligence under experimental conditions, and comparisons were made of their reactions and preferences. The means of procedure and the results constitute the study. Findings: Marked preferences in different kinds of reading material are shown by dull, average, and bright children. They are discriminative and express consistent preferences.

2381. **Jennings, Joe.** Leisure reading of junior high school boys and girls. Knoxville, Tenn., Department of research, City schools, 1928. 14 p. ms. (Bulletin, no. 10, June 1, 1928)

This study covers reading of 890 junior-school children for one week in newspapers, periodicals, books, outside of school assignments.

2382. **Klene, Vivian.** Experiment in library and remedial reading in grades four, five, and six, John Muir school, Long Beach, Calif., Department of research, City schools, 1928. 3 p. ms.

Experiment in releasing pupils from class reading for library reading if they score high on tests. Special drill for those remaining in reading classes. Findings: Marked gain for both groups. Most profitable in fifth and sixth grades. Average and superior pupils profit more than dull. Reading greatly stimulated.

2383. **Kyte, George C.** Experimentation in the development of a book to meet educational needs. Educational administration and supervision, 14: 86-100, February 1928.

The report of the study is an account of how the "Cubby Bears in California" was developed by means of research and experimentation as a pioneering effort in constructing children's books through techniques which will insure that the book is interesting to children, includes the content they should read, and is of predetermined reading difficulty in keeping with the age and grade of the children for whom it is intended.

2384. **Lancaster, Thomas Jesse.** A study of voluntary reading of children in grades four to eight. Master's thesis, 1927. University of Chicago, Chicago, Ill.

2385. **Lease, Jessie Fern.** The vocational content of reading materials recommended for junior high school pupils. Master's thesis, 1927. University of Chicago, Chicago, Ill.

2386. **McCracken, Mrs. Pearl Carden.** History and present status of the county library in Texas. Master's thesis, 1927. Southern Methodist university, Dallas, Texas. 106 p. ms.

Definition of county library, its development in the United States, legislation in Texas compared with legislation in other states. Findings: County library laws analyzed, development of libraries in Dallas, Cooke, Harris, Potter, Tarrant, Wilbarger, Lubbock, and Denton counties in Texas.

2387. **Melcher, William, and Vandiver, Maude.** The effect of library reading. Montrose, Colo., Public schools [1928] 52 p. ms.

The purpose of the study was to find out the number of pupils reading library books, the books read, and the relation that one year bears to another year.

2388. **Miller, Fletcher M.** A study of library and reference facilities as found in Adams county, and Elbert county, Colo. Master's thesis, 1928. Western state college, Gunnison, Colo. 105 p. ms.

A thorough survey of all schools in the two counties. Conclusions: Library facilities very inadequate.

2389. **Monto, S. Wilhelmina.** An analysis of reading interests of junior and senior high school students. Master's thesis, 1928. University of Chicago, Chicago, Ill.

2390. **Neely, Minnie Davis.** A study of the stories of the St. Nicholas magazine. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

Some traits and tendencies in children's literature as represented by the short stories in the St. Nicholas magazine since its beginning in 1878. Five hundred thirty-eight stories in these volumes were read.

2391. **Nelson, K. Irene Bowman.** A course of study in the use of library materials for high-school students. Master's thesis, 1927. State university of Iowa, Iowa City. 171 p. ms.

2392. **Nicholas, C. U.** The use and value of the daily newspaper in high school. Master's thesis, 1928. University of Colorado, Boulder. 59 p. ms.

Answers to questionnaires by 100 high-school students, results of tests on current news, opinions of teachers and superintendents. Findings: Pupils retain a knowledge of national politics better than they do of sporting events. They have little knowledge of local political matters, think much about industry, perform on tests in current news with no relation to time spent on reading newspapers, or to number of papers available.

2393. **Baschig, Else A.** The voluntary reading of the high-school pupil. Master's thesis, 1928. University of Cincinnati, Cincinnati, Ohio.

2394. **Roberts, C. H.** The reading interests of teachers. Master's thesis, 1928. University of Colorado, Boulder. 83 p. ms.

Two hundred forty teachers representing 26 states and the District of Columbia were included in this study of reading from September 1, 1927, to June 1, 1928. Findings: Teachers read first for recreation and second as an aid to teaching. More than 90 per cent of the teachers studied read less than five hours per week in any type. As to value placed upon their reading, the teachers gave highest rating to professional value. More women assign cultural value to their reading than men.

2395. **Rosenlof, George W.** The teachers college library. Doctor's thesis, 1928. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1928. 253 p. ms.

Survey of present status of teachers college and normal school libraries as to number and classification of certain books and periodicals, and the extent to which the needs of these libraries are recognized in the budgets, with the purpose of proposing certain standards governing such libraries and suggesting means whereby these standards might be attained.

2396. **Sisson, Sarah Trumbull.** Adolescence in recent fiction. Master's thesis, 1927. Butler university, Indianapolis, Ind.

2397. **Smith, Mary Victoria.** An annotated list of fiction and readable nonfiction of historical interest for use in junior and senior high schools as a means of making history a vital and more attractive subject. Master's thesis, 1928. Boston university, Boston, Mass. 70 p.

This list contains books which will be of help in giving children a clear conception of the people and the customs of the periods studied.

2398. **Thompson, Paul Eugene.** California high school libraries. Master's thesis, 1927-28. Stanford university, Stanford University, Calif.

2399. **Webb, Hanor A.** The high-school science library for 1928. Reprinted from Peabody journal of education, vol. 5, no. 5, March 1928. p. 278-90.

2400. **Williams, Effie.** Study of children's choices in humorous literature. Master's thesis, 1928. State university of Iowa, Iowa City. 57 p. ms.

2401. **Winchell, Karl F.** A study of the status of the high-school libraries of Colorado. Master's thesis, 1927. Colorado state teachers college, Greeley.

2402. **Wood, Ramona Middleton.** A check list of modern fiction. 1928. George Peabody college for teachers, Nashville, Tenn.

The period covered is from 1908 to 1927, inclusive.

2403. **Wright, Christine Carrie.** A critical analysis of children's reading in Okmulgee county, Okla. Master's thesis, 1928. George Peabody college for teachers, Nashville, Tenn.

This investigation was undertaken: (1) To determine what books were read by the children in the elementary grades of the rural schools of Okmulgee county, Okla., for the school year 1927-28; (2) to determine how the list of books read by these children compared with the well-known lists of books recommended by the various grades of the elementary schools; (3) to find the comparison of training and experience of teachers with number and selection of books read; (4) to show relation between the books read and the books in the respective libraries; and (5) to find the reaction of the children to all the books read in terms of their approval or disapproval.

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