

UNITED STATES DEPARTMENT OF THE INTERIOR

RAY LYMAN WILBUR, Secretary

OFFICE OF EDUCATION

WILLIAM JOHN COOPER, Commissioner

BULLETIN, 1931, No. 13

BIBLIOGRAPHY OF RESEARCH  
STUDIES IN EDUCATION  
1929-1930

PREPARED IN THE LIBRARY DIVISION  
OFFICE OF EDUCATION

By

EDITH A. WRIGHT



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## LETTER OF TRANSMITTAL

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DEPARTMENT OF THE INTERIOR,  
OFFICE OF EDUCATION,  
*Washington, D. C., June, 1931.*

SIR: I transmit herewith a manuscript entitled "Bibliography of Research Studies in Education, 1929-1930," and recommend that it be published as a bulletin of the Office of Education. This is the fourth manuscript on this subject which has been prepared by members of our library staff. There are many indications that this bibliography meets a real need on the part of students of education. It is hoped that it will assist in coordinating the efforts of various graduate schools of education as well as those of city and State school systems engaged in the experimental study of local school problems.

Respectfully submitted.

WM. JOHN COOPER,  
*Commissioner.*

The SECRETARY OF THE INTERIOR.

VII

## INTRODUCTORY NOTE

### SCOPE OF BIBLIOGRAPHY

The Office of Education presents herewith the fourth<sup>1</sup> annual compilation of research studies in education, comprising masters' and doctors' theses and other investigations completed from July, 1929, to September, 1930. A slight change has been found necessary in this volume regarding the period covered. All studies completed up to the beginning of the school year 1930-31 have been included. In future issues it is planned to cover the school year rather than the year beginning in July and ending the following June. The increase in the number of studies in this bibliography over the number in previous issues is accounted for in part by the longer period covered. We have included all studies reported to us for 1930, except in cases where we have had definite information that the study was completed after September 1, 1930. In some instances abstracts of studies completed before September 1, 1930, have appeared in publications issued subsequent to that date. Inasmuch as these studies were actually completed during the school year 1929-30, we have included them, even though the publication containing the abstract carries a later date. This is true in the case of the University of Pittsburgh studies, abstracts of which are found in the University of Pittsburgh bulletin for November 1930, and the University of Colorado studies for December, 1930, containing abstracts of the University of Colorado theses. The data contained herein were received in response to letters sent out in May and October, 1930, to all agencies known to this office to be engaged in educational research. Universities and colleges, city and State research bureaus, and other research agencies were included. In addition, about 25 educational magazines for the period covered were examined and studies selected for listing herein. The information received from the various cooperating agencies was sometimes indefinite and incomplete, but all pertinent data reported to us have been incorporated. Annotations for the periodical references as well as for many other studies were made in the library of this office; annotations for masters' and doctors' theses have in most instances been furnished by the person reporting the investigation.

<sup>1</sup> Earlier bulletins in this series are: 1926-27, Bulletin, 1928, No. 22; 1927-28, Bulletin, 1929, No. 36; 1928-29, Bulletin, 1930, No. 23.

The material assembled herewith has been classified and indexed in the library division of the Office of Education, by Edith A. Wright, with the assistance of Ruth A. Gray. As in the earlier volumes, an author and subject index immediately follows the list, which, with the cross references at the end of most of the sections, should make the material on any special phase of education readily accessible. The index of institutions and organizations at the end of the volume shows the various agencies which are cooperating.

### ANALYSIS OF SUBJECT MATTER

Three hundred and sixty-eight institutions and organizations are represented. Of 4,651 studies listed, about 55 per cent represent masters' and doctors' theses, over 15 per cent periodical references, and the remaining entries are for studies of city, State, and various independent organizations. For purposes of comparison, the 122 subjects included in this bibliography have been combined and reduced in the following table to 25 main topics in order that some idea may be had of the fields which are receiving the most attention at the present time. The tabulation shows the number of doctors' and masters' theses, the number of city school studies, etc., with the total number of all studies in each subject, and the percentage that the total number in each case is of the grand total. While these percentages indicate to a certain extent the subjects in which there is most interest, they do not show the real situation in every instance. For example, the number of studies listed under Elementary Education is very small. However, there are many studies classified elsewhere which deal with education at the elementary level. Such sections as rural education, special subjects of the curriculum, school management, and testing, will be found to contain many references to studies at the different levels. This fact should be kept in mind when examining the table. With due consideration to the overlapping which of necessity occurs in a list of this kind, an examination of the percentages reveals the fact that the greatest emphasis during the period covered has been on the special subjects of the curriculum. Twenty-three per cent of the total number of studies is credited to that topic and this does not include a number of investigations in curriculum making which are listed under School Management. Of the various subjects of the curriculum, English leads in interest, with reading and arithmetic following. Of special note is the amount of educational research which has been done in the field of training and status of teachers. It is second in interest to the topic Special Subjects of the Curriculum, and it also ranks second in the number of doctors' theses completed in the field. While

the accompanying table has its limitations, it will show not only the special phases of education which are commanding attention to-day, but also the subjects which graduate students of education are investigating.

*Number of Research Studies for 1929-30 in Various Fields of Education*

Subject	Types of studies					Approximate per cent
	Doctors theses	Masters theses	City school	Others	Total	
1	2	3	4	5	6	7
Educational history and biography	5	52		15	72	1.50
Current educational conditions—United States	2	27	6	32	67	1.50
Current educational conditions—Foreign countries, international aspects	12	35	1	11	59	1.25
Educational theory and practice, special methods, individual differences	12	70	10	65	157	3.50
Educational psychology, child study, etc.	19	49	3	89	160	3.50
Testing and research	10	39	47	118	214	4.50
Special subjects of curriculum	59	606	107	296	1,068	23.00
Elementary education, including preschool, kindergarten, and primary	4	22	9	24	59	1.25
Secondary education	12	92	14	67	185	4.00
Teacher training and status	37	145	30	181	393	8.50
Higher education	19	37	2	75	133	2.75
School administration	30	132	17	114	293	6.25
School management	12	165	85	121	383	8.25
School buildings	4	30	8	40	82	1.75
School health and physical education	8	102	19	71	200	4.25
Play, social aspects, and child welfare	8	55	4	28	95	2.00
Rural education	2	60		25	87	1.75
Moral and religious education	15	110	2	40	167	3.50
Guidance	3	48	10	39	100	2.00
Vocational training, including agricultural education, home economics, commercial education, and professional education	19	208	20	75	322	7.00
Civic and military education		13	3	4	20	.50
Education of women	4	23		12	39	.75
Education of racial groups	10	32	4	18	64	1.50
Exceptional children	10	47	13	39	109	2.50
Education extension and libraries	7	60	11	45	123	2.75
Total	323	2,259	425	1,644	4,651	100.00

### AVAILABILITY OF STUDIES LISTED

Many of the studies listed are available for consultation in various public and institutional libraries. Printed material here mentioned may ordinarily be obtained from the publishers. Unpublished studies, which are, for the most part, masters' and doctors' theses, are indicated by the abbreviation "ms." after the number of pages, signifying that the study is in typewritten or mimeographed form. A star indicates those theses which are on file in the library of the Office of Education. They may be borrowed for a limited time through the interlibrary loan system. For information concerning other theses, address the institution or organization under whose supervision the study was made. The Office of Education can not supply the publications listed, other than those expressly designated as its own.

As comparatively few of the masters' theses have appeared in printed form, it is with difficulty that one learns of the results of these investigations. It is therefore with satisfaction that we note the growing tendency for institutions and organizations to issue abstracts of theses in education prepared under their supervision. Among the publications containing such abstracts may be noted the following: The University of Pittsburgh bulletin, November, 1930; the University of Colorado studies, December, 1930; News Letter, Alpha chapter, Phi Delta Kappa, Indiana University, April, 1931, listing Indiana University theses in education; University of Illinois, bulletin No. 55, 1931, Annotated Bibliography of Graduate Theses in Education at the University of Illinois; and Bulletin of the Department of Secondary School Principals of the National Education Association, containing abstracts of unpublished masters' theses in the field of secondary school administration of the University of Southern California. There has also been published recently an Annotated Index of Theses and Dissertations in Education of the University of Southern California and Abstracts of Studies in Education at Pennsylvania State College. Such lists and abstracts will aid materially in acquainting research students in education with what has already been done along certain lines and will make available a vast amount of data contained in masters' and doctors' theses, which up to the present time has been rather inaccessible.

# BIBLIOGRAPHY OF RESEARCH STUDIES IN EDUCATION, 1929-1930

[Stars indicate theses on file in the United States Office of Education Library.]

## EDUCATIONAL HISTORY

1. **Allen, Rufus B.** A fragmentary study of the influences in East Jersey education during the seventeenth century. Master's thesis, 1930. Rutgers university, New Brunswick, N. J.
2. **Beck, John M.** History of education in Porto Rico under the rule of the United States. Master's thesis, 1929. University of Pittsburgh, Pittsburgh, Pa.
3. **Bedenbaugh, Jefferson Holland.** A history of Newberry college, Newberry, S. C. Master's thesis, 1930. University of South Carolina, Columbia.
4. **Bermann, Sadie.** The clearing of the ground for democracy in American education. Master's thesis, 1930. College of the City of New York, New York, N. Y. 109 p. ms.  
Notes the changes during the seventeenth, eighteenth, and early nineteenth centuries in the social institutions of New England, particularly Massachusetts, which bear upon educational changes. Relationships are drawn between the social changes and the educational movement.
5. **Clift, Warner Wardell.** Early history of Hardeman county, Tenn. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 60 p. ms.  
A brief account of the early history of Hardeman county; settlers, surveys, organization, churches, schools, etc. Findings: Settlers came from South Carolina, Middle Tennessee, and North Carolina. They organized in 1823. Churches were Protestant; schools were denominational and academies.
6. **Coon, J. W.** The development of education in Halifax county. Master's thesis, 1929. University of North Carolina, Chapel Hill.  
The study deals with historical developments, present conditions and recommendations for future growth, in Halifax county, N. C.
7. **Crawford, Esther K.** History of the North central association of colleges and secondary schools. Master's thesis, 1930. University of Chicago, Chicago, Ill.  
A study of the organization of the association, eligibility, requirements, institutions of higher education, secondary schools, curriculum developments, methods of inspection, and influence.
8. **Dabney, Mrs. Elizabeth Jefferson.** The history of education in Mason county, Ky. Master's thesis, 1930. University of Kentucky, Lexington. 261 p. ms.
9. **Donovan, Ignatius.** Early history of the New York public school system. Master's thesis, 1930. Catholic university of America, Washington, D. C. 43 p. ms.
10. **Douglass, Henry Sherman.** An historical survey of the elementary schools of Los Angeles, Master's thesis, 1930. Stanford university, Stanford University, Calif.
11. **Drake, W. E.** Higher education in North Carolina prior to 1860. [1930] University of North Carolina, Chapel Hill.

12. **Frazier, Annie C. M.** Attitudes toward child life as revealed in letters to children. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 179 p. ms.

A study of letters to children from English and American writers, ranging in date from 1450-1921, for the purpose of discovering changing attitudes toward child life revealed in them. The letters of the fifteenth and sixteenth centuries show that the child was regarded as the gentleman to be. In the seventeenth century the child was regarded as a soul to be saved. The eighteenth century letters reveal the influence of Locke's disciplinary theory of education and the utilitarian point of view. Toward the close of the century there is a tendency toward a more liberal attitude toward children. Early in the nineteenth century, both in England and in America, the influence of Rousseau and his followers, and of the Romantic movement is felt. There follows, as reflected in these letters, a rapidly increasing sympathy for and understanding of childhood, resulting in a spirit of playfulness in the letters to children. Toward the end of the century and at the beginning of the twentieth century, the influence of the psychological studies of childhood is seen in the more intelligent understanding of child nature evinced in the letters.

13. **Garrison, Charles.** Studies in the development of standardization and uniformity in the public schools of North Carolina from the Civil war to 1927. 1930. Duke university, Durham, N. C.

This study of the legal provisions for uniformity in the public schools of North Carolina, from the Civil war to 1927, is largely concerned with the development of rural schools and that part of other systems controlled under state uniform laws; the development of uniformity and standardization in term, curricula, certification and salaries, school support, buildings, and equipment, and school libraries. The general conclusion is that increasing state support has meant increased uniformity and state control in all of these particulars.

14. **Gates, Samuel Eugene.** History of the University of Southern California, 1900 to 1928. Master's thesis, 1930. University of Southern California, Los Angeles. ms.

15. **Giannotta, Rosario Oliver.** Education in the colonial city of New York (1664-1784) with a view of Dutch conditions (1660-1664). Master's thesis, 1930. College of the City of New York, New York, N. Y. 118 p. ms.

The study describes the aim, schools, students, faculty, curriculum, methods and systems of education at the time, referring to primary sources.

16. **Gibson, Harriet Davis.** History of public education in Illinois, 1911 to 1928. Master's thesis, 1929. University of Colorado, Boulder. 97 p. ms.

Findings: There should be a revision of antiquated tax systems, and a reorganization of common school district. Schools need increased financial support.

17. **Gwynn, Price H., jr.** The implications for education of religious freedom in Virginia. Doctor's thesis, 1930. Yale university, New Haven, Conn.

A study to determine from the original records the influence of the Presbyterians upon the ultimate adoption of the principle of religious freedom in the Virginia constitution and to estimate the bearing of their action and attitude in this matter upon the subsequent secularization of American public school education.

18. **Hammond, Gertrude Best.** Public education in California under the Constitutions of 1849. Master's thesis, 1930. University of Southern California, Los Angeles. ms.

19. **Holloway, William Jesse.** The contributions of the Ex Officio and State superintendents of public instruction to the development of the public school system in Texas from 1836 to 1884. Master's thesis, 1929. University of Texas, Austin.

20. **Huey, Robert Garnett.** An educational history of Fleming county, Ky. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 64 p. ms.

History of education in Fleming county from 1798 to 1929. Findings: A growing interest in schools, tendency towards consolidation, improvement of buildings and teacher qualifications.

21. **Johnson, Jesse Butler.** The history of Ogden college. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 163 p. ms.
22. **Kidwell, B. F.** History of education in Greenup county, Ky. Master's thesis, 1930. University of Kentucky, Lexington. 170 p. ms.
23. **Kiefer, Elva Partridge.** The first 30 years of secondary and higher education in Los Angeles county, 1863-1893. Master's thesis, 1930. University of Southern California, Los Angeles. ms.
24. **Lawrence, C. G.** Development of education in Elbert county, Ga. [1930] University of North Carolina, Chapel Hill.  
This study comprises historical development, present conditions, and recommendations for future growth, in Elbert county, Ga.
25. **McConnell, Robert Ervie.** A history of the development of the department of public instruction in Iowa. Iowa City, University of Iowa, 1930. 122 p. (University of Iowa studies, first series no. 188. Studies in education, vol. 6, no. 1.)  
This study gives a picture of the conditions in Iowa where there is a decentralized type of school control. Education in Iowa is a function of local government, but such activities as have been brought under the direct control of the State have been under several departments or bodies, not under a single centralized department of education. The historical development of the department of public instruction was traced from its origin in the territorial period to the year 1928. A comprehensive bibliography is included.
26. **Mullins, Carroll Lind.** A history of the schools of Caldwell county, Texas, to 1900. Master's thesis, 1929. University of Texas, Austin.
27. **Myers, Mrs. Minnie M. P.** The origin and beginning of the University of Mexico, 1553 to 1580. Master's thesis, 1929. University of Texas, Austin.
28. **Noble, M. C. S.** A history of the public schools of North Carolina. Chapel Hill, University of North Carolina press, 1930. 463 p.  
The story of public instruction in North Carolina from earliest colonial days to 1900.
29. ——— Schools of New Orleans during the first quarter of the nineteenth century. 1930. Tulane university, New Orleans, La. (Louisiana historical quarterly, 14: 65-78, January, 1931.)  
An intensive study of official documents, memoirs, newspapers, etc., for the purpose of checking the data of the local histories of education. Contains an account of the first public school; types of private schools; and history of the College of New Orleans, now extinct.
30. **Pasmore, W. H.** Educational history of Blair county, Pa. Master's thesis, 1930. Pennsylvania state college, State College, Pa.  
Based largely on original sources, especially for last 80 years.
31. **Payne, William A.** A study relating to public education in New Orleans prior to the Civil war. Master's thesis, 1930. Tulane university, New Orleans, La. 56 p. ms.  
An intensive study of the schools of New Orleans from 1826 to 1860. Shows New Orleans system to have been one of the pioneer city systems.
32. **Pearce, Clarence Spence.** The education of Hebrew youth from the earliest times to the Maccabean period. Master's thesis, 1930. University of Cincinnati, Cincinnati, Ohio. 62 p. ms.  
The historical method was used to discover the educational influences surrounding the youth of the Hebrew people. Findings: There was no system of universal popular education. The child's education began early in the home. The necessities of life compelled the learning of an occupation. The national and religious festivals contributed to his education. Hebrew education exalted women and made the home a vital factor in national life; taught obedience, patriotism and religion; produced a people who were lovers of education and seekers after wisdom; developed the idea that education should be free for all.

33. Pitman, J. Asbury. Salem normal school: past, present, and future. *Elementary school journal*, 30: 416-30, February 1930.

The history of the Salem normal school from its opening in September 1854, with a one year course, to its present four year course leading to the degree of bachelor of science in education, is typical of the evolution of the whole American system of teacher training. The author outlines possible fields of growth for normal schools in the next century.

34. Potts, Philip C. Secondary education in Maryland before 1800. Doctor's thesis, 1930. Johns Hopkins university, Baltimore, Md.

35. Reisner, Edward H. The evolution of the common school. New York, The Macmillan company, 1930. 590 p.

36. Richards, J. G., jr. History of secondary education in South Carolina. (Reported by Division of information and statistics, North Carolina State department of education, Raleigh.)

37. Rippey, Jird. A history of the school lands of Tennessee. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 69 p. ms.

38. Robinson, Ivor James. A history of Oakland city college. Master's thesis, 1930. Indiana university, Bloomington. 130 p. ms.

39. Schellhammer, Fred M. A history of educational progress in the Colonial South. Master's thesis, 1930. College of the City of New York, New York, N. Y. 84 p. ms.

Findings: The prerevolutionary era does not reveal any distinctive trends. The basis of demands for compulsory education was essentially economic and social. Education followed strict social lines.

40. Sheffield, H. Abell. Education in Caswell county, North Carolina. [1930] University of North Carolina, Chapel Hill.

This study summarizes historical development, present conditions, and recommendations for future growth in Caswell county, N. C.

41. Sheldon, Henry Davidson. A critical and descriptive bibliography of the history of education in the State of Oregon. Eugene, Oreg., University of Oregon, 1929. 16 p. (University of Oregon publication, vol. 2, no. 1.)

42. Short, George A. Development of education in Wilson county, North Carolina. [1929] University of North Carolina, Chapel Hill.

The study summarizes historical development, present conditions and recommendations for future growth in Wilson county, N. C.

43. Sledd, Gladys. Secularization of the elementary school as revealed in theory and practice since the time of Comenius. Master's thesis, 1930. Wake Forest college, Wake Forest, N. C.

44. Smith, Ruth M. Education in American literature of the 1850's. Master's thesis, 1929. Southern Methodist university, Dallas, Texas. 167 p. ms.

A study of educational theories, practices and tendencies as revealed in the writings of the leading men of letters and minor writers of the period; and ideas revealed through literature of subsequent periods reminiscent of the 1850's. Interesting information is summarized concerning types of schools, buildings and equipment; improvement in library facilities, methods of teaching and educational practices.

45. Squires, Vernon P. History of the University of North Dakota. 1929. First part published in the *Quarterly journal of the University of North Dakota*, 18: 313-44, July 1928; 19: 3-33, November 1928; 103-131, January 1929.

History of the University of North Dakota since 1888.

46. Tyler, B. W. A course in history of education. *Educational research bulletin (Ohio State university)*, 9: 57-65, February 5, 1930.

An experiment in selecting and organizing content in a course in the history of education which will make more certain the development of courses actually helpful in explaining the present educational order.

47. Tyree, Elizabeth Davis. The development of public secondary education in North Carolina. Master's thesis, 1930. Duke university, Durham, N. C.

A historical survey of North Carolina secondary education, beginning with the graded school movement and tracing standardization, classification, and growth, down to 1927.

48. Vorhees, W. C. History of education in Stokes county, N. C. Master's thesis, 1930. University of North Carolina, Chapel Hill.

Shows the development and present problems of education in Stokes county, N. C.

49. Wesley, W. M. The history of education in Mercer county, Ky. Master's thesis, 1930. University of Kentucky, Lexington. 205 p. ms.

50. White, Joseph B. Education in Texas from 1865 to 1876. Master's thesis, 1929. Southern Methodist university, Dallas, Texas. 123 p. ms.

A study of education in Texas at the close of the Civil war; schools in the reconstruction period to 1870; and public adoption of the Constitution of 1876. Findings: Facilities for higher education were practically wanting; academies were the means of secondary education; primary education was in private institutions and from common schools under the management of civil authorities; free public school system was unsatisfactory. Tells of the development of private and church schools and the authorization of city school systems.

51. Wilkerson, Burford. A history of the Eugene (Oregon) public schools. Master's thesis, 1930. University of Oregon, Eugene. 59 p. ms.

A local history—covering years of 1897-1915.

52. Woolworth, Elizabeth. A history of the development of the high schools of Texas. Master's thesis, 1930. University of Chicago, Chicago, Ill.

A study of the development of the high school of Texas from 1878 to the present time.

53. Worthington, Elinor Lee. A history of the development of public high schools in Michigan. Master's thesis, 1930. University of Chicago, Chicago, Ill.

An historical account and study of the evolution of the public high schools of Michigan from the beginning down to the present date.

54. Yarbrough, Mrs. Eunice K. Education in American literature of the 1840's. Master's thesis, 1929. Southern Methodist university, Dallas, Texas. 206 p. ms.

A study of educational ideas in the writings of leading men of letters and minor writers of the period; and ideas revealed through literature of later periods reminiscent of the forties. Information is summarized concerning kinds of schools, materials and equipment, educational practice and popular tendencies.

See also 143-144, 153, 173, 472, 645, 1134, 1186, 1193, 1264, 1380, 1480, 1490, 1525, 1624, 1678, 1706, 2070-2071, 2078, 2120, 2137, 2229, 2269, 2291, 2462, 2567, 2609, 2645, 2672, 2686, 2712, 2782, 2973, 3301, 3423, 3439, 3641, 3777, 3827, 3834, 3861, 3929, 4131, 4272, 4374, 4382, 4415, 4514, 4535.

### EDUCATIONAL BIOGRAPHY

55. Albertson, Genevieve. Schoolmasters and abolitionists. A study of Thoreau and Alcott. Master's thesis, 1929. Teachers college, Columbia university, New York, N. Y. 61 p. ms.

56. Biedl, John Orth. Life and philosophy of Orestes A. Brownson. Doctor's thesis, 1930. Marquette university, Milwaukee, Wis. 129 p.

57. Burlingame, Jane. The relation of Matthew Arnold and Thomas Arnold. Master's thesis, 1930. University of Chicago, Chicago, Ill.

58. Clemens, Richard. Herder in relation to the philosophy of history. Master's thesis, 1930. New York university, New York, N. Y.

59. Cook, Elsie M. Educational views expressed in Wordsworth's poetry. Master's thesis, 1930. New York university, New York, N. Y.

60. Ezell, Mrs. Eula Doherty. Hollingsworth and his times: 1874-1883. Master's thesis, 1929. University of Texas, Austin.

A history of O. N. Hollingsworth's work and his contributions to education in Texas. Hollingsworth was State superintendent of public instruction for Texas from 1873 until the abolition of the office in 1875, he was then made secretary to the State board of education, an office which he held until 1883.

61. Ferring, Clarence A. Friedrich Wilhelm Foerster, character educator. Master's thesis, 1930. Catholic university of America, Washington, D. C. 70 p.

62. Fiedler, George Louis. The work and leadership of William T. Harris in American education. Master's thesis, 1930. University of Chicago, Chicago, Ill.

63. Galloway, Dorothy. James Mickleborough Greenwood, educator. An evaluation of his services as an educator and of his contributions to educational thought. Master's thesis, 1930. Washington university, St. Louis, Mo.

64. Hardy, Treasie Ellen. Luther A. Weigle as a religious educator. Master's thesis, 1929. New York university, New York, N. Y. 109 p.

65. Harris, Alfred Perego. Walter S. Athearn as a religious educator. Master's thesis, 1929. New York university, New York, N. Y. 82 p.

66. Harveson, Mae. Life and work of Catherine E. Beecher. Doctor's thesis, 1930. University of Pennsylvania, Philadelphia.

67. Keim, Charles Kane. Isocrates as an educator. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. University of Pittsburgh bulletin, 27: 307, November 1930. (Abstract)

68. Knight, Edgar W. Notes on John Chavis. 1930. University of North Carolina, Chapel Hill. (Published in the North Carolina historical review, July 1930)

Brings together a complete bibliography on this prominent *ante bellum* negro preacher and teacher; shows no evidence of the tradition that Chavis studied at Princeton but does show that he was a student at what is now Washington and Lee university.

69. Mass, Andrew H. Pere Girard, Swiss educational reformer. Master's thesis, 1930. Catholic university of America, Washington, D. C. 111 p. ms.

70. Sample, Sue Alice. A study of Louise Clarke Pynnelle. Master's thesis [1930] George Peabody college for teachers, Nashville, Tenn. 79 p. ms.

Life and character of Louise Clarke Pynnelle, and her treatment of southern life and childhood.

71. Thomas, Marjorie. Mary Mapes Dodge as editor and author of children's literature. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 276 p. ms.

A thorough study of the life, juvenile writings, and editorship of Mary Mapes Dodge. Findings: She was versatile in her literary pursuits, and successful in each type of work that she undertook. She was an innovator in three fields: in that of juvenile poetry, in that of juvenile prose, and in the editorship of a juvenile publication.

72. Walker, Evelyn. A study of the *Traité des indivisibles* of Gilles Personne de Roberval. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y.

After a study of the translation of the *Traité*, the other works of Roberval, search among the letters of Roberval and his contemporaries, and the reading of statements of his contemporaries and later historians of mathematics, it was found that Roberval invented a method of integration by means of infinitesimals, founded his treatment of infinitesimals upon an arithmetic basis; applied his method in order to establish a number

of quadratures and cubatures, and to find the center of gravity of certain plane and solid figures. He set out to draw the first trigonometric graph. He made researches in connection with the cycloid, and constructed the tangent to the cycloid. His influence as a teacher, member of scientific academies, and correspondent with other scientists was more widespread than has been generally realized.

## CURRENT EDUCATIONAL CONDITIONS

## GENERAL AND UNITED STATES

73. **Abel, James F.** A graphic presentation of statistics of illiteracy by age groups. Washington, United States Government printing office, 1930. 14 p. (U. S. Office of education. Pamphlet, no. 12, April 1930.)
74. **Andrews, Edward D.** The academies and county grammar schools of Vermont. Doctor's thesis, 1930. Yale university, New Haven, Conn.
75. **Bueno, Ramon.** A study of the progress in the development of education in the Phillipine Islands. Master's thesis, 1930. University of South Dakota, Vermillion. 85 p. ms.
76. **Burke, J. E.** Some criteria for a program of public education. Doctor's thesis, 1930. New York university, New York, N. Y. 219 p. ms.  
An analysis of 24 selected books regarding conditions and trends in contemporary American civilization.
77. **Burr, Samuel Engle.** Some recent developments in public education. 1929. Public schools, Lynn, Mass. ms. (Research bulletin no. 9.)
78. **California.** State department of education. Biennial report, 1928—Part II. Sacramento, Calif., 1929.
79. ———— Statistics of California city school districts. Sacramento, California state printing office, 1930. 76 p. (Bulletin no. J-2)
80. **Caswell, H. L.** Is the school survey movement dead? *Peabody journal of education*, 7: 108-14, September 1929.  
This contains two tables, one showing the number of surveys made from 1910 to 1927, by year, and another showing the agencies making the surveys.
81. **Clagett, Arthur Ellis.** A school system winning the confidence and support of the community. Master's thesis, 1930. University of California, Berkeley. 38 p. ms.  
Describes a survey of community and home life of the village of Oakwood, Ohio, the inauguration and pursuit of policies for improving the school system and for winning the confidence and support of the community, and the outcomes of the policies inaugurated and pursued. Suggests school curriculum based on occupations, interests, education, church affiliations, and future plans for children, of the families of Oakwood, as established by a questionnaire.
82. **Collings, Ellsworth, and others.** A survey of the Bartlesville, Okla., school system. 1929. University of Oklahoma, Norman. 120 p. ms.  
An educational survey covering the ability and achievement of pupils, personnel, curriculum and supervision.
83. **Columbia university.** Teachers college. Institute of educational research. Division of field studies. Report of the survey of the schools of the Panama Canal Zone. Mount Hope, Canal Zone, Panama Canal press, 1930. 21 p.  
N. L. Engelhardt, director.
84. **Cook, Leroy Lincoln.** A survey of the Mooresville schools, Mooresville, Ind. Master's thesis, 1930. Indiana university, Bloomington. 248 p. ms.
85. **Davidson, G. C.** Scotch-Irish and education in North Carolina. [1930] University of North Carolina, Chapel Hill.
86. **Davis, Chester Kerr.** A survey of the schools of Miami, Ariz. Master's thesis, 1930. University of Southern California, Los Angeles. ms.

87. Dawson, Howard A. and Little, Harry A. Educational surveys of counties in Arkansas. Little Rock, Ark., State department of education, 1930. The following counties were surveyed: Ashley, Baxter, Bradley, Calhoun, Chicot, Clay, Cleveland, Columbia, Dallas, Drew, Greene, Independence, Johnston, Lee, Lincoln, Marion, Monroe, Montgomery, Nevada, Newton, Poinsett, Polk, Pope, Prairie, Saline, Searcy, Sebastian, Sevier, and Van Buren.

88. Deffenbaugh, W. S. Significant movements in city school systems. Washington, United States Government printing office, 1929. 24 p. (U. S. Office of education. Bulletin, 1929, no. 16)

Advance sheets from the Biennial survey of education in the United States, 1926-1928.

89. Estrellas, Angel B. A comparative evaluation of the public-school systems of the United States and of the Philippines. Master's thesis, 1930. University of Arizona, Tucson. 111 p. ms.

A comparison is made of supervision, administration, teacher-selection, teacher-placement, and finance in the United States and the Philippines.

90. Gwyn, Morgan H. (Taylor, Pa.) Study of illiteracy in Pennsylvania. [1930]

Findings: Illiteracy is decreasing, but agencies in many cases are inadequate and lack concerted effort properly directed to attack the problem vigorously.

91. Harrington, Gerald F. Analysis of the city of Scranton to determine the influences affecting the present and future of Scranton's school population. Master's thesis, 1930. New York university, New York, N. Y.

92. Harton, Benjamin Love, jr. The development of public education in South Carolina as revealed by legislative action and supreme court decisions. Master's thesis, 1930. Duke university, Durham, N. C.

93. Hathaway, J. O. Phases of educational interest since 1900 as indicated by a study of selected sample of educational periodicals, and addresses and proceedings of the National education association. Master's thesis, 1930. University of Illinois, Urbana.

94. Hurley, Dwight Pennington. Survey of public schools, Charles Town, W. Va. Master's thesis, 1929. University of Virginia, Charlottesville.

95. Indiana. Department of public instruction. Annual report of the Department of public instruction for the fiscal year ending September 30, 1929. Indianapolis, Ind. [1930]

96. Kastor, Charles A. An educational survey of the Goddard public schools. 1930. University of Wichita, Wichita, Kans. 86 p. ms.

97. Knight, Edgar K. Education in North Carolina. [1930] University of North Carolina, Chapel Hill.

98. ——— Education in the South. 1930. University of North Carolina, Chapel Hill. Outlook and Independent, 154: 47-49, January 8, 1930.

Shows why the Southern States are below national standards in education.

99. Lynn, Mass. Public schools. Department of research and statistics. Some recent developments in public education. 1929. 26 p. ms. (Research bulletin, no. 9, November 18, 1929)

Presents recent developments in public education, in summary form. No attempt has been made to present a complete statement of all developments throughout the country, but only those of particular importance in connection with possible local developments have been chosen. Shows how progressive communities are translating philosophic principles, psychological truths and research findings into tangible educational practices.

100. McCabe, Martha B., comp. Record of current educational publications, January to December, 1928, with index. Washington, United States Government printing office, 1929. 128 p. (U. S. Office of education. Bulletin, 1929, no. 24)

101. ——— Record of current educational publications. January to June 1929; July to September 1929; October to December 1929; January to March, 1930; April to June, 1930. Washington, United States Government printing office, 1929-1930. 54 p., 31 p., 70 p., 46 p., 49 p. (U. S. Office of education. Bulletin, 1929, no. 33; 1929, no. 37; and 1930, no. 4, 15, 32)
102. Martin, Charles William. A survey of the public schools of Imperial county, Calif. Master's thesis, 1930. University of Southern California, Los Angeles. ms.
103. Myers, C. E. Princess Anne county survey report. 1929. State department of education, Richmond, Va. ms.
104. National education association. Department of superintendence. Education discussed in lay magazines, February 1, 1930; April 1, 1930; June 1, 1930. Washington, D. C., 1930. (Educational research service circular, no. 2, 5, and 7, 1930)
105. ——— Research division. A self-survey plan for state school systems, Part I, Checklists; Part II, Handbook. Washington, D. C., 1930. (Research bulletin, vol. 8, no. 2, March 1930; vol. 8, no. 3, May 1930)
106. Newton, Beulah T. A survey of Hamburg public schools, Hamburg, N. Y., school year 1928-1929. Master's thesis, 1930. University of Buffalo, Buffalo, N. Y. 80 p. ms.
- The study shows that Hamburg is supporting an efficient school system and that its financial resources show it is capable of supporting an efficient school system
107. North Carolina education association. Committee on public information. Education in North Carolina 1900 and now. Raleigh, Bynum printing company, 1930. 62 p.
- Takes up the study of education and wealth in North Carolina, the old school and the new in regard to curriculum, scope, cost of teaching, taxes for school purposes, value of agricultural education, etc.
108. Ohio. State department of education. A two-year report of the State department of education in Ohio. Part I. Columbus, Ohio. [1930]
109. Pennsylvania. Department of public instruction. Report of the superintendent, 1926-1928. Harrisburg, Pa., 1930.
110. Penrose, A. Z. Survey of Morgan county. Master's thesis, 1930. Ohio state university, Columbus. 97 p. ms.
- The conditions in the entire county were studied. Findings: The 16 school districts should be reduced to eight; four high schools are needed in the county instead of eight; one county board and one clerk are needed instead of 16 local organizations.
111. Phillips, Frank M. Statistical summary of education, 1927-1928. Washington, United States Government printing office, 1930. 16 p. (U. S. Office of education. Bulletin, 1930, no. 3)
112. ——— Statistics of city school systems, 1927-1928. Washington, United States Government printing office, 1929. 193 p. (U. S. Office of education. Bulletin, 1929, no. 34)
- Advance sheets from the Biennial survey of education in the United States, 1926-1928.
113. ——— Statistics of state school systems, 1927-1928, Washington, United States Government printing office, 1930. 58 p. (U. S. Office of education. Bulletin, 1930, no. 5)
- Advance sheets from the Biennial survey of education in the United States, 1926-1928.
114. Place, George A. A survey of Salamanca public schools, Salamanca, N. Y., school year, 1926-1927. Master's thesis, 1930. University of Buffalo, Buffalo, N. Y. 104 p. ms.
- In his conclusions the author makes recommendations including a change in the method of election of the commissioner of education, the adoption of a single salary schedule, the coordination of extracurricular activities, etc.

115. **Bankin, Mrs. Osa Fisher.** The development of education in Sedgwick county, Kans. Master's thesis, 1930. University of Wichita, Wichita, Kans. 161 p. ms.

116. **Rhode Island. Public education service.** Survey of public schools of East Greenwich, R. I., authorized by the State board of education. [Providence, R. I.] 1930. 20 p. (Rhode Island education circulars)

117. ——— Survey of public schools of Johnston, R. I., authorized by the State board of education. [Providence, R. I.] 1930. 24 p. (Rhode Island education circulars)

*Findings:* A great need of educational accommodations was found; older schools need to be improved and new endeavors should be made to reach all pupils.

118. ——— **State board of education.** Survey of public schools of Gloucester, R. I. [Providence, R. I.] 1930. 16 p. (Rhode Island education circulars)

From this survey it was found that the main handicaps of the school system are widely scattered school population, small buildings not adapted to school work, poor hygienic conditions, a large number of small classes in each schoolroom, and insufficient equipment for effective work.

119. **Rogers, Marvin Alexander.** The small town as a factor in American education. Master's thesis, 1930. Stanford university, Stanford University, Calif.

120. **San Diego, Calif. Public schools.** Superintendent's report—Statistical summaries, 1921-1929. 1929.

121. **Scott, A. S.** A study of the Fessenden school, Martin, Fla. Master's thesis, 1929. Ohio state university, Columbus. 32 p. ms.

A study to ascertain the conditions at Fessenden school as shown by comparisons with other schools and recently established standards. *Findings:* Pupils are housed in poor buildings; not enough of the principal's time is given to supervision; teachers compare favorably with those in two other schools; the school is offering sufficient training in the traditional subjects and too little in studies that will do the things that need to be done; the pupils did poor work in arithmetic, algebra, spelling, reading, and writing.

122. **Seaman, Wallace M.** An educational survey of Cheney, Kans. Master's thesis, 1930. University of Wichita, Wichita, Kans. 103 p. ms.

123. **Smith, G. Wheeler.** A survey of the Siml Valley union districts. Master's thesis, 1930. University of Southern California, Los Angeles. ms.

\* 124. **Starr, Mary M.** Educational trends in the United States as shown in the proceedings of the National education association. Master's thesis, 1930. Yale university, New Haven, Conn.

125. **Steinmetz, Kathryn Elsie.** A survey of educational progress in a Chicago school. Master's thesis, 1930. University of Chicago, Chicago, Ill.

126. **Stewart, John W.** Curriculum enrollment trends in Ohio: 1912-1930. 1930. Ohio state university, Columbus.

127. **Strayer, George D. and Engelhardt, N.-L.** Report of the survey of the schools of Holyoke, Mass. 1930. Teachers college, Columbia university, New York, N. Y. Holyoke, Mass., Board of education, 1930. 479 p.

128. **Strohecker, Henry O.** Present day public education in the county and city of Charleston, S. C. Master's thesis, 1930. University of South Carolina, Columbia. 113 p. ms.

\* 129. **Thorne, Mary H.** Relations between crime and education. Master's thesis, 1930. New York university, New York, N. Y.

130. **Toalson, Norma Anne.** The waste of time in American education. Master's thesis, 1930. Stanford university, Stanford University, Calif.

131. **Trenton, N. J. Public schools.** Annual reports and statistics for the school years ending June 30, 1926, 1927, 1928, and 1929. 68 p.

This report includes the usual financial and educational statistics for the four years named, together with a narrative chapter regarding the most outstanding happenings during that period.

132. **United States. Office of education.** Biennial survey of education, 1926-1928. Washington, United States Government printing office, 1930. 1229 p.

133. **Vaughan, William Andrew.** A survey of certain aspects of the public school system of Caroline county, Virginia. Master's thesis, 1930. University of Virginia, Charlottesville.

134. **White, W. W. and Pierce, John M.** Preliminary survey of the city government and schools of Alhambra, Calif. 1930. California taxpayers' association, Los Angeles. Calif. 25 p. ms.

135. **Whytock, N. B. and Fritch, C. Lorene.** Educational survey of the Glendale intermediate schools, school year 1929-1930. 1930. Public schools, Glendale, Calif. 15 p. ms.

136. **Wipperman, Arno Arthur.** The reorganization of the educational system in the Markesan community, Green Lake county. Master's thesis, 1930. University of Wisconsin, Madison.

137. **Wood, Lynn A.** A comparative study of the public schools in Mississippi. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 71 p. ms.

A comparison of 12 delta counties and 12 hill counties in Mississippi as to educational achievement and educational burden. Findings: The hill counties have attained the higher degree of educational achievement and they have the greater educational burden.

138. **Wright, Frank M.** A survey of the El Monte school district. Master's thesis, 1930. University of Southern California, Los Angeles. ms.

See also 155, 162, 166, 186-187.

#### FOREIGN COUNTRIES

139. **Abel, James F.** National ministries of education. Doctor's thesis. 1930. George Washington university, Washington, D. C. Washington, United States Government printing office, 1930. 158 p. (U. S. Office of education, Bulletin, 1930. no. 12)

Discusses the history, characteristics, nature and functions of the national ministries of education and their relation to the three levels of education. Describes in detail the ministries of England, France, and Mexico. Findings: Fifty-five countries have such ministries. Their authority is limited to general education. The relation to elementary education is complicated and varies much in different countries; to secondary education it is direct, authoritative and fairly well defined. The relation to higher education varies from the entire freedom of English universities to the entire control exercised by the ministry over the universities in Spain. A ministry of education is not essential to a good national system of education, nor is its existence a guarantee of good schools. By taking into consideration their own conditions, history, scheme of government, and cultural status, the people of each country must work out for themselves the advisability of administering or directing education through a national ministry.

140. **Aikenhead, John Douglas.** Consolidated and nonconsolidated schools in Manitoba. Master's thesis, 1930. University of Chicago, Chicago, Ill.

141. **Ambros, M. Vejchoda.** Study of the foreign institutions preparing teachers of physical education. International Young Men's Christian association college, Springfield, Mass. [1930?]

Between 35 and 40 such institutions are covered by the study.

142. **Anderson, Carl Anthony.** An educational index for the provincial school systems in Canada. Master's thesis, 1929. University of California, Berkeley. 32 p. ms.

A review of studies already made as guides to indices to the Canadian provincial school systems. The data of this thesis and the findings warrant the conclusion that there are marked differences in the efficiency of the school systems of the provinces of Canada.

143. **Anderson, Hobson Dewey.** Historic development and present status of physical culture in Russia. Master's thesis, 1930. Stanford university, Stanford University, Calif.

144. **Bogoslovsky, Mrs. Christian Stael von Holstein.** Recent educational developments in Sweden in the light of American experience. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y.

The study, based on a brief history of Sweden, school legislation, and American influence on the most recent Swedish educational activities, proves that there has been American influence on Swedish education in better school buildings, educational opportunities for women, child psychology, libraries, etc. Survey of important educational problems in Sweden suggests that their treatment might profit by positive and negative experience of America, and that Sweden could offer valuable experience to America in many lines of educational development.

145. **Borgeson, F. C.** Training elementary school teachers in Sweden. Elementary school journal, 30: 656-68, May 1930.

In Sweden there are 15 normal schools with four-year courses designed to prepare teachers for the higher elementary schools. There are 28 primary normal schools for training primary school teachers. Elementary school teachers must be members of the Swedish state church and must be known for their creditable conduct; must be free from sickness and physical defects that would make them unsuitable for teachers; must have passed elementary school teacher's examinations; must be 21 years of age. The number of students allowed to enter normal school is limited.

146. **Buongiorno, Rose.** New ideals and practices in the public instruction of modern Italy. Master's thesis, 1930. New York university, New York, N. Y. 84 p. ms.

Historical development of educational progress in Italy. From this study it was found that the new education is more democratic and the requirements more rigid for all professions than formerly.

147. **Chey, Soon Ju.** A suggested commercial curriculum for the Chosen Christian college in Korea. Doctor's thesis, 1930. New York university, New York, N. Y. 271 p. ms.

A survey of the economic background of Chosen to determine its needs and possibilities. Findings: A complete revision of business education is necessary if business education is to aid Chosen in its period of economic reconstruction.

148. **Conway, Joseph.** La morale laïque of the French schools. Master's thesis, 1930. Catholic university of America, Washington, D. C. 88 p. ms.

149. **Corey, Stephen M.** American interest in foreign education a century ago. Journal of educational research, 22: 44-46, June 1930.

This study concludes that much interest is shown to have existed at the time indicated in the title.

150. **Cummings, J. B.** Teaching Bible to non-Christian college students of the Punjab. 1930. Westminster college, New Wilmington, Pa. 132 p. ms.

Investigation of students attitudes as related to Bible study and consideration of means to present the Bible in the light of these attitudes. Student attitudes opposed to effective Bible teaching were fear of social, economic, and physical harm, ignorance of religious matters, traditional bias and nationalistic bias. Means toward effective presentation found were adequate preparation of the teacher in religious experience and in scholarship and an application of numerous specific remedies.

151. **Davies, Everett S.** A curriculum of Christian religious education for West Africa. Master's thesis, 1930. Yale university, New Haven, Conn.

152. Dickinson, Frank. The teaching of agriculture in union high schools in the province of Sze Chuan, West China, to meet rural needs. Master's thesis, 1929. Cornell university, Ithaca, N. Y.

153. Dilling, Hulda A. History of the education of women in Egypt. Master's thesis, 1930. University of Chicago, Chicago, Ill.

Historical background; organization of the educational system; beginning of education for girls; development of primary and secondary schools and colleges for women; and influence of the education of women in the civic and social order, are taken up in this study.

154. Edwards, Joyce. A philosophy of education for federated India. Doctor's thesis, 1930. New York university, New York, N. Y.

155. Eginton, Daniel P. A comparison between the control of education in England and New Jersey as a State in the United States. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y.

This is an interpretative study and includes all the various phases of national life of England and America as they influence the control of educational developments and determine the underlying principles. A survey of New Jersey as a State is compared with England. Significant findings are taken up under: England, United States, and New Jersey.

156. Esterly, Virginia Judy. The higher education of women in Denmark. Master's thesis, 1930. University of California, Berkeley. 207 p. ms.

A historical study of the educational systems of Denmark with the hope of finding some suggestions as to American needs in women's education and education that will properly fit them to be home-makers. Findings: Data show strength of the private girls' schools; state system is extremely conservative; there is much experimentation in the private schools; Danish folk high schools are the most significant and effective free experiment in Denmark; nursery schools and kindergartens are all private; church influence is strongest in private schools; and there is a definite move toward higher humanistic education for women, but still much room for improvement.

157. Gardner, Dorothy Aline. Mental fatigue of Japanese children. Master's thesis, 1929. University of Denver, Denver, Colo. 124 p. ms.

The purpose of the study was to determine how Japanese children compare with children of other races in their ability to resist the onset of mental fatigue; mental fatigue being used throughout the study in the sense in which it has been defined by Garth as a loss of internal efficiency in mental processes.

158. Gordon, Devapriam S. Educational reconstruction in South India. Master's thesis, 1930. Teachers college, Columbia university, New York, N. Y. 33 p. ms.

159. Grunberg, Agnes B. Secondary education in Germany after the war. Upper Darby high school, Upper Darby, Pa. 60 p. ms.

160. Howrani, Raja Faris. The proposed national school of Damascus. Master's thesis, 1930. Teachers college, Columbia university, New York, N. Y. 20 p. ms.

A study showing the need for a native (national) school in Damascus and the reasons for choosing Damascus in Syria.

161. Hsu, Marian. A program of study for junior grades of the first high school in Foochow city, China. Master's thesis, 1929. New York university, New York, N. Y.

162. Hsu, Princeton S. America's contribution to the new education of China. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 79 p. ms.

This study covers: American mission education, Chinese students in America, American remission of Boxer indemnity for educational purpose, and other important American influences.

163. Kakouris, Nicholas. Teacher training in Greece. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. 99 p. ms.

164. Kane, Mrs. Julia I. The present status in laws and practices in the education of women. Master's thesis, 1930. University of Arizona, Tucson. 92 p. ms.

A study of educational practices in Japan, Italy, Russia, England, Spain. No material difference was found between the education of men and that of women.

165. Kilander, Holger F. Science education in the secondary schools of Sweden. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y.

Science classes in all types of schools in Sweden were visited, conferences and discussions were held with science teachers, authors of science texts, and other educators; science education literature including courses of study, etc. were studied. Findings: Science holds a prominent place in the interests and activities of Swedish people; science training occupies a place of much more importance than in the secondary schools of America; it begins earlier in Swedish schools; each science is taught yearly, so that a student is studying three sciences simultaneously; laboratory work is very limited though demonstration experiments are numerous. There is uniformity of agreement in regard to the relative place of stress on sciences between different school types. Stress in lower grades is on practical content and application; in the higher grades it is on the theoretical and mathematical. Instruction centers around teacher and class demonstration rather than upon textbook. Trend in science instruction is toward individual laboratory work; elimination of nonessentials. Secondary school teachers have training equivalent to a master's degree.

166. Knight, Edgar W. Reports on European education. New York, McGraw Hill publishing company, 1930. 316 p.

An account of the influence of observations of European education in the early part of the 19th century upon education in the United States; deals especially with the impressions reported by John Griscom in 1819, by Victor Cousin, in 1831, and Calvin E. Stowe, in 1837.

167. Lee, Ling Ayl. Mass education movement in China. Master's thesis, 1930. Teachers college, Columbia university, New York, N. Y. 33 p. ms.

168. Lei, Stephen Chiang. A religious curriculum for Christian schools in China. Master's thesis, 1930. Yale university, New Haven, Conn.

169. Lin, Mosel. Public education in Formosa under the Japanese administration. 1929. Teachers college, Columbia university, New York, N. Y.

The object of this study was to make a survey of the educational system, the process of its development, and the principles determining its development; to study analytically the causes and effects of the cultural conflicts and harmonies upon educational activities; and to find out constructive ways for their improvement.

170. Ling, C. L. Recent technics of supervision as related to the improvement of instruction (with particular reference to their use in Chinese education). Master's thesis, 1930. Northwestern university, Evanston, Ill.

171. Liu, Sao Dso. Extra-class activities of pupils in a junior high school in China. Master's thesis, 1930. University of Chicago, Chicago, Ill.

172. Loftfield, Gabriel E. Secondary education in Norway. Washington, U. S. Government printing office, 1930. 112 p. (U. S. Office of education, Bulletin, 1930, no. 17.)

173. Lyon, William B. The history of the development of religious education in Korea. Master's thesis, 1930. Northwestern university, Evanston, Ill.

174. Manikam, Doss J. Nationalism and education in India. Master's thesis, 1930. Teachers college, Columbia university, New York, N. Y. 67 p. ms.

175. Marshall, Mortimer Villiers. An evaluation of the present teacher-training program in Nova Scotia with recommendations for its improvement. Doctor's thesis, 1930. Harvard university, Cambridge, Mass.

Findings: The program for teachers in training in Nova Scotia is carried out by the Provincial normal college, two summer schools, and departments of education in four

universities. Teachers' licenses are granted on the basis of an examination. Students at the Normal college are of meagre scholarship, and expect to be trained in a short time, after which they are given life certificates entitling them to teach any subject to any grade in any type of school.

\* 176. Meier, Lois. Natural science education in the German elementary schools. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. New York City, Teachers college, Columbia university, 1930. 158 p. (Contributions to education, no. 445)

The study was undertaken as an investigation of natural science education in German elementary schools and teacher-training institutions with possible implications for natural science education in similar American institutions. Observations and research for the study were carried on in Germany over a period of 13 months in 1927 and 1928. From a study of educational practices in Germany, certain implications with regard to natural science education in the United States are evident. The situation in the United States is less open to analysis than in Germany where natural science and its introductory study *Heimatkunde* are prescribed subjects of the curriculum which is determined by the Ministry of education of each state.

177. Miller, Ernest Edgar. The problem of national education in India. Master's thesis, 1929. New York university, New York, N. Y. 127 p.

178. Moore, Jessie Marie. Woman's work in Brazil of the Methodist Episcopal church, South. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 150 p. ms.

A study of the educational and evangelical institutions in Brazil which belong to the woman's department of the Board of missions, Methodist Episcopal church, South. Emphasis is placed on the effort of this board to improve the religious, moral, and social conditions of Brazil. The evidence presented gives clear proof that woman's work has had a wholesome effect upon Brazilian society, which amply justifies its continuance.

179. Pawley, Annabelle. The development of education for women in Japan. Master's thesis, 1929. New York university, New York, N. Y. 76 p.

180. Salas-Silva, Irma. The socio-economic composition of the secondary school population of Chile. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y.

Data based on the Sims score card for the measurement of the socio-economic status, were collected from 3,162 school children in Chile, tabulated and analyzed. Findings: High school becomes progressively selective; secondary school is slightly more accessible for boys than for girls; geographic location is of relative unimportance in connection with problem of selection in high school. Commercial schools are less selective than the high school. Chilean high school pupil is relatively rich in cultural possessions; material possessions and outside contacts are not equally satisfactory. Mortality of parents, and order of birth affects persistence in high school. Seventy-eight per cent of the girls and 70 per cent of the boys entering high school expect to graduate, 70.6 per cent expect to enter the university. Expectation of preparing for liberal professions is greatly influenced by parental occupation.

181. Shuman, W. L. Organization and administration of public education in Canada. Master's thesis, 1929. Ohio state university, Columbus. 130 p. ms.

The study deals with the organization of provincial systems of education, local organization and administration, financing education, teacher training, and compulsory education.

182. Siddalingaiya, M. Reconstructing village elementary education in Mysore, India. Doctor's thesis [1930] Teachers college, Columbia university, New York, N. Y.

Reports, surveys and trends of education in the United States, Philippine Islands and Mysore and India, were studied and compared. Findings: Present day educational philosophy and methods as used in Mysore must be abandoned, and replaced by a new synthesis of knowledge and a radical redepartmentalization of the curriculum in the light of the interests, needs and activities of child life and adult society and environmental conditions. New textbooks must be set up; objective tests must be devised and administered; primary education must be expanded and spread and compulsory education effected; coordination and continuity of work between grades must be improved. Work of one-

teacher schools must be improved by adopting devices of alternation and combination of grades or alternation and combination of subjects. A new type of school called the rural community school should be organized and linked with it should be vocational schools. Curriculum of normal school must be revised so as to have professionalized subject matter courses and special courses for training of village teachers. Special attention must be paid to the education of girls and adult women.

183. **Smith, Harold Fred.** Elementary education in Shantung, China; a study of the reorganization of the curriculum to relate it to rural life, and in connection with this, a course of education for teachers. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. New York city, Harold Fred Smith, 1930. 32 p.

Social, economic, industrial, and educational conditions in rural China, with special reference to Shantung, were studied in an attempt: (1) to formulate objectives for rural education which will make the most of the peculiar advantages of rural schools while surmounting as far as possible their limitations; (2) to experiment with a socialized curriculum; and (3) to draw up curricula for the preparation of teachers on the secondary level. A study was also made of rural extension work, and normal school curricula in America with the idea of adapting the methods to work in China. Findings: The traditions of uselessness of education to the ordinary person, memoriter and lecture methods of study and teaching, divorce of manual and mental labor, and long hours of school, interfere with progress. Since 1920 modern education has been greatly hampered and often stopped by general political and military upheavals. Objectives for education in America are generally applicable to China and have been fairly well formulated by Chinese educators. Rural school should be recognized and the curriculum simplified and regrouped so as to give the teacher more time. Normal training for teachers of primary schools in Shantung must remain on the secondary level for many years.

184. **Smith, Matthew.** Factors contributing to the development of the curriculum of public secondary education in Mexico from 1867 to 1927. Doctor's thesis, 1930. University of California, Berkeley. 156 p. ms.

This study is limited to the National preparatory school and the various public institutions of secondary instruction in the 28 states. Findings: Conservative character of secondary education in Mexico is the product of the dominating influence exerted by legislative authority, professional requirements, and social distinctions. Curricula are formed by legal enactment; subjects have been strictly preparatory in character; technical, industrial and commercial education has been completely separated from the preparatory schools and not admitted to equal rank with academic subjects in secondary education; schools have not been responsive to social needs. American education has furnished inspiration for modern reorganization of the secondary curriculum along psychological and democratic lines.

185. **Stearns, Virginia Hardin.** Egyptian education with special reference to secondary education. Master's thesis, 1930. University of Colorado, Boulder. University of Colorado studies, 18: 107-108, December 1930. (Abstract)

Describes two systems of education, the old and the new, which exist side by side in Egypt.

186. **Thomson, Marjorie Utter.** Origin and development of the Danish folk high school with some implications for American education. Master's thesis, 1930. University of Southern California, Los Angeles. ms.

187. **Well, Truda Theresa.** Creative education in contrasted European and American schools. Master's thesis, 1930. New York university, New York, N. Y. 50 p. ms.

This study covers Die Odenwaldschule of Germany; Die Landerziehungsheime movement in Germany; Versuchschule 46 and Die Dürerschule of Dresden; the Haldhelme of Germany; the fellowship school of Switzerland; state schools of Arles, France; the Bronxville schools, Madumit school, etc. of America. Both American and European schools are making rapid progress with the new education, but European schools are richer spiritually.

188. **Wright, Edwin M.** The background of present Moslem education in Persia. Master's thesis, 1930. Teachers college, Columbia university, New York, N. Y. 46 p. ms.

189. Yanbey, Jesal B. Methods of developing native Christian leadership in China. Master's thesis, 1930. Teachers college, Columbia university, New York, N. Y. 33 p. ms.

A study of incentives leading to types of preparation for, and opportunities for a true Christian leadership in China. Findings: Two influences have been dominant in this field, one toward information and one toward practical efficiency in the field of service.

190. Yoshikawa, Tetsutaro. Social change and educational theory and practice in Japan. Master's thesis, 1930. University of Southern California, Los Angeles. ms.

See also 27.

#### INTERNATIONAL ASPECTS OF EDUCATION

191. Addison, W. D. The educational activities of Kiwanis international. Master's thesis, 1930. University of Chicago, Chicago, Ill.

A study of the educational activities of Kiwanis related to the public schools. A detailed descriptive and statistical analysis of various types of educational work sponsored and encouraged by Kiwanis clubs of the United States and Canada.

192. Hewlett, Theodosia and Connelly, Willard. A decade of international fellowships. A survey of the impressions of American and foreign exfellows. New York, Institute of international education, 1930. 40 p. (11th ser. Bulletin no. 2)

Experiences and reactions of Institute fellows abroad and in the United States during the past ten years. Several hundred American and foreign fellows contributed through replies to questionnaires, special communications, etc.

193. Lew, Edward L. International peace and the elementary school. Master's thesis, 1930. Catholic university of America, Washington, D. C. 67 p. ms.

194. Lovell, Katharine and Hewlett, Theodosia. Fellowships and scholarships open to foreign students in the United States. New York, Institute of international education, 1929. 88 p. (10th ser. Bulletin no. 2)

195. Mitchell, Ruth C. Foreign students and the immigration laws of the United States. New York, Institute of international education, 1929. 36 p. (11th ser., Bulletin no. 1)

196. Sackett, Everett B. The administration of the international school correspondence of the Junior Red Cross. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y.

A questionnaire was sent to 200 school officers in the United States who had had experience with international school correspondence. Replies were received from 101. It was found that the Junior Red Cross school correspondence has educational value because it motivates school work in a wide range of subjects and gives the children an opportunity to work with other members of the group. Correspondence tends to bring home realization that citizens of other countries are human and furthers international solidarity of the Junior Red Cross. Improvements in the administration of the activity are recommended.

See also 1541.

#### EDUCATIONAL THEORY AND PRACTICE

197. Baxter, Tompale. Discussion as a technique in teaching. 1930. Teachers college, Columbia university, New York, N. Y. 18 p.

A treatment of group discussion technique in developing character confidence in one's self, a more open-minded attitude toward other people's opinions, qualities of leadership, etc.

198. ———. Some techniques and principles used in selecting and teaching a unit of work. Teachers college record, 31: 148-60, November 1929.

199. Burns, Zed Houston. A consideration of Herbart's philosophy with some of its influence upon modern educational thought. Master's thesis, 1929. Alabama polytechnic institute, Auburn.

200. **Cam, F. C.** The organization and administration of a program of study for the improvement of instruction. Master's thesis, 1929. University of Minnesota, Minneapolis.

201. **Carpenter, W. W. and Fort, Marion K.** What effect do visitors have upon the recitation. *Journal of educational research*, 22: 50-53, June 1930. (Based upon a master's thesis at George Peabody college for teachers, Nashville, Tenn.)

This study seems to indicate that children actually recite better in the presence of visitors.

202. **Cole, Thomas B.** Where teachers and pupils progress together. *Nation's schools*, 5: 25-32, June 1930.

The Summit demonstration school of Seattle shows teachers what the administration expects them to do, and interprets to the superintendent's staff the difficulties, successes and needs of the 80 other elementary schools of the city. The school has confined its activities to an interpretation of courses of study in terms of classroom procedure.

203. **Coleman, Beulah.** The educational ideas of Louisa May Alcott. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 59 p. ms.

A study of all books by Louisa May Alcott, biographical writings, and educational books of Miss Alcott's day. Findings: Louisa May Alcott's ideas of education were modern in theory and practice.

204. **Courtis, S. A.** Significant criteria for the appraisal of contemporary educational philosophy. *Educational method*, 9: 66-72, November 1929.

205. **Craig, George W.** My own philosophy of education. Master's thesis, 1930. Teachers college, Columbia university, New York, N. Y. 23 p. ms.

A study of the works of Dewey, Briggs, Kilpatrick, and other distinguished writers on the philosophy of education. Findings: Too many pupils fall and leave school. The writer's philosophy of education provides for the education of all so far as their capacity will permit. It is a remedy for the failure of all normal pupils. Under it no failures result.

206. **Curry, Nellie M.** The educational philosophy of Benjamin Franklin. Master's thesis, 1930. New York university, New York, N. Y.

207. **De Vineau, Rev. Charles E.** Bishop Dupanloup's philosophy of education. Master's thesis, 1930. Catholic university of America, Washington, D. C. 35 p. (Catholic university of America, Educational research bulletins, vol. 4, no. 10, December 1929.)

208. **Gatto, Frank M.** Pupils' questions: their nature and their relationship to the study process. Doctor's thesis, 1929. University of Pittsburgh, Pittsburgh, Pa. *University of Pittsburgh bulletin*, 26: 65-71, October 15, 1929. (Abstract)

An analysis of pupils' questions was made for the purpose of discovering their nature and classifying them according to study activities suggested by them. An attempt was made also to discover the influence upon the question of grade, subject, sex, age, and intelligence.

209. ——— A résumé of certain studies on massed versus distributed learning and the whole versus the part method, with an experimental study on the reading of history, dealing particularly with the latter issue. *Curriculum study and educational research bulletin* (Pittsburgh, Pa.), 4: 183-92, March-April 1930.

210. **Good, Carter V.** An analysis of studies in educational theory. *Educational administration and supervision*, 15: 519-48, October 1929.

The author says that in spite of the conflicting views now current with regard to the place of philosophical methods in the solution of educational problems, important contributions to educational literature have been made by the use of procedures which are primarily of a subjective nature. He includes in the article a selected bibliography of 417 items on educational theory, with a topical index to same.

211. Gould, *Sister Mary Francine*. A comparison and evaluation of the educational treatises of Vergerio and Sadoletto. Master's thesis, 1930. St. Louis university, St. Louis, Mo.

212. Green, *Alice Evangeline*. The educational theories of Matthew Arnold. Master's thesis, 1930. University of Southern California, Los Angeles. ms.

213. Gunnoe, *Otway M.* Check list for comparing theory and practice in high school teaching. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 96 p. ms.

Ten textbooks on principles and methods of teaching in the high school were analyzed to obtain a set of principles which would represent the basis of theory. A check list was constructed that provides for scoring each of the items or principles representing the theory of teaching, by classroom observations.

214. Handloser, *Emma*. Educational theories in English prose of the seventeenth century. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. University of Pittsburgh bulletin, 27: 280-81, November 1930. (Abstract.)

215. Herriford, *Margie*. The laboratory method of recitation. Master's thesis, 1930. University of Wichita, Wichita, Kans. 97 p. ms.

216. Herriott, *M. E.* One measure of outcomes of instruction in the technique of teaching. Educational administration and supervision, 15: 514-18, October 1929.

A list of 30 observable characteristics of teaching was prepared and given to students in 10 sections under five instructors in the technique of teaching to see if a course in the technique of teaching would bring inexperienced undergraduate students into agreement with experienced graduate students in their judgment as to the significance of characteristics of teaching. Data indicate that an elementary course in the technique of teaching renders the judgments of undergraduate students more in agreement with those of graduate students having teaching experience; changes produced in the students vary with instructors; the students' judgments appear to be more stable after taking the course than before.

217. Huebsch, *Arthur*. Jean-Jacques Rousseau and John Dewey: a comparative study and a critical estimate of their philosophies and their educational and related theories and practices. Doctor's thesis, 1930. New York university, New York, N. Y.

218. Jones, *Lonzo*. An administrative technique for the facilitation of students' achievement at the level of their ability. Doctor's thesis, 1929. University of Iowa, Iowa City. 110 p. ms.

219. Knight, *Edgar W.* An acre in Middlesex. Journal of adult education, 2: 161-67, April 1930.

A defence of the democratic theory of education.

220. Ladenburg, *Amanda*. The study of the reliability of the Morrison attention checking technique. Master's thesis, 1929. University of Minnesota, Minneapolis.

221. Lancelot, *W. H.* Handbook of teaching skills. New York, John Wiley and sons, 1929. 198 p.

222. Leary, *Daniel B.* Living and learning: a philosophy of education. New York, Knopf and company, 1930. 450 p.

The whole field of philosophy of education is covered.

223. Lepley, *Ray*. Dependability in philosophy of education: its meaning and improvement. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y.

The subject is discussed under the following headings: place of philosophy in the study and conduct of education; deliberation and the problem of dependability; philosophy and educational conceptions; philosophy and educational sensitivities; philosophy and method in the study and conduct of education; dependability of philosophy of education.

224. McKoy, Charles F. The art of Jesus as a teacher. Doctor's thesis, 1929. New York university, New York, N. Y.

225. Meyer, George. Problems concerning children as reported by teachers. California quarterly of secondary education, 5: 165-70, January 1930.

Three hundred and eighteen problems concerning children taught during the previous year were handed in by 169 teachers during a summer session at the University of California. The problems fall roughly into 10 classes.

226. Morgan, Barton and Starrak, J. A. The nature and purpose of education. Ames, Iowa, Collegiate press, 1929. 324 p.

227. Morgan, L. D. How effective is specific training in preventing loss due to the summer vacation? Journal of educational research, 20: 388-402, December 1929.

Gives the results of a study carried on in two sixth grade classes in Kansas.

228. Nash, Leonard V. The question as a means of education. Master's thesis, 1930. New York university, New York, N. Y. 56 p. ms.

Findings: Varied degree of agreement among 25 authors concerning essentials, functions and technique of questioning.

229. Nickles, Florence. A comparison of the main educational views of Ross I. Finney and David S. Snedden. 1930. New York university, New York, N. Y. 67 p. ms.

This study reviews the educational works of Ross I. Finney and David S. Snedden. Findings: Both Finney and Snedden emphasize needed changes in the curriculum, the elimination of worthless material and the use of material that is socially worth while. Both emphasize the importance of the social sciences. Both believe there should be a greater emphasis placed upon vocational courses. Snedden advocates a strict separation of cultural and vocational courses. Finney advocates universal vocational training and universal cultural courses. In administrative policies, Finney leans strongly toward centralization of authority, and advocates federal taxation. Snedden points out the danger of centralization of authority.

230. Peterson, Harry Nathaniel. The administration of a program of remedial teaching. Master's thesis, 1929. University of Minnesota, Minneapolis.

231. Reeves, Orion H. Lesson planning as an aid in learning to teach. Master's thesis, 1930. Lafayette college, Easton, Pa. 102 p. ms.

232. Regis, Sister Mary Francis. The educational ideals of the Rt. Rev. John England. Master's thesis, 1929. University of Notre Dame, Notre Dame, Ind.

233. Rogers, Fred S. A study of pupil participation in assignment. 1930. West Virginia university, Morgantown.

234. Ross, Nannie F. Quintilian's principles and practices of education compared with modern views. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 88 p. ms.

The purpose of this study was to find how similar the modern views of education are to the views of the Roman schoolmaster. Findings: Quintilian and modern educators are in thorough agreement as to the general principles of education.

235. Bugg, Earle U. Educational concepts found in educational literature. 1930. Colorado state teachers college, Greeley. 5 p.

A frequency analysis of educational concepts found in 15 educational magazines and in 6 systematic educational books for beginners.

236. Rutledge, R. E., Lindquist, R. D., and others. Program of work for the improvement of instruction. December 1929. Public schools, Oakland, Calif. 27 p. ms.

237. Salzman, Samuel. A comparison of the educational theories of John Dewey and Bertrand Russell. Master's thesis, 1930. New York university, New York, N. Y. 100 p. ms.

The study contains a brief outline of the two theories and a comparison. This includes psychological approach, educational methods, aims, moral training and sex, interpretation of culture and the influence of their individual philosophies.

238. Scales, William Grant. Improvement of instruction through diagnostic teaching. Master's thesis, 1930. Indiana university, Bloomington. 156 p. ms.

239. Scalisi, Victor F. Tolstoy's philosophical and educational views. Master's thesis, 1929. New York university, New York, N. Y. 94 p. ms.

240. Smith, Heth G. A comparative analysis of pupil activities under various conditions of instruction. Master's thesis, 1930. University of Chicago, Chicago, Ill. 99 p. ms.

A study of pupils' activities with good, average, and poor teachers, with special emphasis on class group attention. It was found that pupils are more attentive in the classes of good teachers than in the classes of poor teachers.

241. Snyder, Martha D. Procedures employed by teachers in teaching development rooms in Los Angeles elementary schools. Master's thesis, 1930. University of Southern California, Los Angeles. ms.

242. Speicher, Rev. Normand. Sadoletto on the education of boys. Master's thesis, 1930. Catholic university of America, Washington, D. C. 48 p. ms.

243. Spoerl, Elmo E. An experimental study relative to a change in method for the improvement of instruction in Metuchen high school. Master's thesis, 1930. New York university, New York, N. Y. 43 p. ms.

A study was made in various high school classes, grades 9 to 12, employing different teachers to ascertain if the contract method is more efficient than the daily recitation method. Findings were in favor of the contract method.

244. Stegmeir, Clarence Conrad. An experimental study of the daily recitation and the mastery-technique methods of teaching. Master's thesis, 1930. University of Chicago, Chicago, Ill.

This study tends to show superior results for the mastery technique method in classes in European history.

245. Strongman, Henry Russell. The group study plan versus mass teaching considered from the point of view of results obtained in content knowledge. Master's thesis, 1930. College of the City of New York, New York, N. Y. 38 p. ms.

Tests related to spelling and English literature given to junior high school pupils showed that the group method was superior with most pupils and that the superiority of the group method was greater with the higher IQ's.

246. Taba, Hilda. Dynamic thought and education. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y.

In the present study an attempt is made to look into some ways of thinking and into some concepts which may be useful for a dynamic philosophy of education, and to follow the implications of such basic conceptions into some phases of educational theory, namely, into the conceptions of purposive behavior, learning, aims, and the curriculum.

247. Thompson, Frances Mae. A study of teaching procedure. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 112 p. ms.

248. Thompson, Merritt Moore. The educational philosophy of Giovanni Gentile. Doctor's thesis, 1930. University of Southern California, Los Angeles.

249. Warner, Bertha E. Educational philosophy as shown in school buildings, school management, school supervision, and school theories and practices. Master's thesis, 1930. New York university, New York, N. Y. 52 p. ms.

Findings: Modern educational theories and practices show that the philosopher, the psychologist, the teacher, the sociologist, the physician and the psychiatrist all unite in

their attempt to fulfill the modern aim of education, which is the harmonious development of the personality of the individual through the interweaving of the physical, intellectual, social, moral, spiritual and religious phases of life.

250. **Whatley, Allan.** An investigation into the teaching methods of Jesus. Master's thesis, 1929. New York university, New York, N. Y. 55 p. ms.

See also 12, 43-44, 190.

## SPECIAL METHODS OF INSTRUCTION AND ORGANIZATION

### ACTIVITY PROGRAMS

251. **Bell, Lilla McLin.** An activity curriculum at work. The experience of a first grade teacher. Master's thesis, 1930. Duke university, Durham, N. C. 92 p. ms.

A presentation of a series of activity units, with an attempt to evaluate them. An effort is made to clarify some definitions of outcomes in order to guide and direct more effectively the learning of children.

252. **Brown, Mary.** Some results of "activity periods" in the classroom. 1930. Wilson teachers' college, Washington, D. C.

This study covers classroom projects carried out by first grade children.

253. **Bruin, M. B., jr.** The activities period in the high school program. Master's thesis, 1929. University of Virginia, University.

Covers the activities period in representative high schools throughout the United States. Findings: The daily school schedule should provide a period of from 30 to 60 minutes in length extending horizontally through the program to be known as the activities period and to be devoted to the activities of the school. It is recommended that this period appear either about mid-morning or mid-afternoon.

254. **Dickson, Julia E. and McLean, Mary E.** An integrated activity program tryout in a first grade of the public schools. Educational method, 9: 31-42, October 1929.

Deals with 31 unselected little children, their nature and needs, their worthwhile activities, and their accomplishments through their activities. The desire to preserve to the end, to assume responsibility, to enjoy the achievement of others, were some of the larger learning outcomes that justified the year's work. The integrated activity program furnishes a rich background of experiences out of which an unusually large speaking vocabulary is built, sets up a strong motive for expressing familiar ideas, and initiates a love for reading.

255. **Elizabeth City normal school, Elizabeth City, N. C.** An activity program attempted on a limited scale. 1930.

256. **Grinnell, Grace B.** Activity as a theory of education. Master's thesis, 1930. University of Southern California, Los Angeles. ms.

257. **Hawaii (Territory) Department of public instruction.** Activity program for the primary grades. Honolulu, Hawaii, Department of public instruction, 1930. 278 p. (Elementary curriculum series)

This bulletin is divided into three sections: (1) Suggested ways of approach into an activity program, organization and planning, suggestions for gaining a better understanding of children; (2) suggested activities for first, second, and third years; (3) bibliography and reference.

258. ———— Some descriptions of progressive education in the public schools of Hawaii. Honolulu, Hawaii, Kawanamako experimental school, 1929. 287 p.

Part 1 describes the work of the Kawanamako experimental school, and Part 2 describes the activity work in other schools in Hawaii.

259. **Lewerenz, A. S.** An activity program readiness test for primary pupils. 1930. Public schools, Los Angeles, Calif.

A test is devised for initiative and self-directing ability of young children.

260. **McLendon, Lucile.** A farm project as a part of an activity program. 1930. Elizabeth City normal school, Elizabeth City, N. C.

This study seeks to teach principles of community life through a worth while activity. The children made a model farm, wrote stories, read stories, and learned how to do many things done on the farm.

261. **Peeler, Annie Laurie Smith.** The stenographic report of a classroom activity in improving instruction. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 49 p. ms.

An experimental study made with 10 teachers of the sixth grade. Stenographic reports were taken of their activities in geography, copies were returned to teachers of the experimental group. The results indicated that an accurate stenographic report of a class activity placed in the hands of teachers tends to improve instruction.

262. **Pratt, Helen G., Dunlap, Jack W. and Cureton, Edward E.** The subject-matter progress of three activity schools in Hawaii, with a note on statistical technique. *Journal of educational psychology*, 20: 494-500, October 1929.

Three activity schools in Hawaii were studied in 1927-1928 to show whether subject-matter achievement as measured by the Stanford achievement test tends to improve, remain constant or decrease under such a program as compared to the traditional program of studies. The three schools maintained about the same rate of subject-matter progress under the new program as under the old.

263. **Wannamaker, Elizabeth.** An activity curriculum in the third grade. Master's thesis, 1930. Duke university, Durham, N. C.

See also 327, 1524, 1866.

#### CONTRACT PLAN

264. **Blaine, William D.** The present status and future possibilities of the project method in public school teaching. *Educational method*, 9:94-104, November; 166-76, December 1929.

The purpose of this study was to determine to what extent the project method is being used by public school teachers, the attitude of the teachers and supervisors using the method toward continuing and extending its use, the subjects of the elementary school most often taught by the method, difficulties and advantages in its use, and future possibilities of the project method in public school teaching. A total of 121 satisfactory questionnaires were received on which to base conclusions.

265. **Central City, Nebr.** Public schools. Using the contract plan in junior and senior high schools. 1930. 16 p. ms. (Teachers' bulletin, no. 30-2)

266. **Shepard, E. L.** Contract vs. traditional method in teaching sixth grade history. *University of Pittsburgh school of education journal*, 5: 47-51, December 1929.

The purpose of this investigation was to make a comparative study of the effects of the traditional oral, assignment-recitation method and of the written "contract" method in sixth grade history in a school system where departmental teaching is not possible. Comparison was limited to a study of average gain in historical knowledge, and average retention of information gained. Conclusion: The results achieved in history by sixth grade pupils of a nondepartmentalized school appear to be equally as good under the traditional plan of daily oral assignment and recitation of lessons as under the contract plan with its written assignment and directions for study.

267. **Thompson, Donald Hammond.** The contract plan of lesson assignments in the Longview, Wash., high school. Master's thesis, 1930. Stanford university, Stanford University, Calif.

268. **Virginia committee for research in secondary education.** The unit method of teaching. University, University of Virginia, 1930. 127 p. (University of Virginia record extension series, vol. 14, no. 9, March 1930. Secondary education in Virginia, no. 9)

The unit method of teaching set forth in this issue is based upon the experience of the staff in secondary education in charge of practice teaching at the University of Virginia, and is presented with the hope that it may be of assistance to high school teachers and principals who are desirous of recognizing individual differences in classroom instruction and in directing the learning activities of high school pupils.

See also 243, 1644.

## METHODS OF STUDY

269. Althaus, Carl B. and Gilliland, James F. The value of instruction in how to study. University of Kansas Bulletin of education, 2: 3-4, October 1929.

Review of a master's thesis entitled "An experiment to determine the efficiency of instruction in how to study," by James F. Gilliland, University of Kansas, 1928. The conclusion reached in the study was that instruction in how to study as given in this experiment did not function in producing better school work.

270. Crawford, C. C. The how-to-study course in the high school. School review, 38: 16-27, January 1930.

The writer suggests a definite course in how to study resembling the ordinary courses in English, or science so far as credits, hours, teachers, textbooks, and assignments are concerned. The specific aim of the course is to teach boys and girls how to study and to develop actual habits of practicing the best study procedure. The article presents the major considerations which seem to favor such a course, and the major obstacles, objections or difficulties which would be encountered in connection with it. While the plan is comparatively new, it is not an untried experiment.

271. ——— and Hamren, Lloyd Herbert. An experiment with the use of printed study guides. Educational method, 9: 541-44, June 1930.

Reports an investigation involving the use of printed or mimeographed study guides consisting of questions, problems, tests, or exercises. In which the students are expected to hunt up the necessary information, fill in the blanks, or solve the problems, and by doing so acquire the necessary information or skill which the course is intended to develop. Two classes of twelfth grade pupils in the high school at Huntington Beach, Calif., were used in the study, one class used the study guides while the other class used customary methods. After five weeks the classes exchanged methods. The authors are undecided as to the true value and merit of this plan of teaching, especially as regards its services in improving study habits.

272. Flemming, Cecile White. The improvement of instruction on direction of study in the high school; a series of studies prepared in connection with graduate course in education, College of William and Mary, Summer 1929, 1929. Teachers college, Columbia university, New York, N. Y. 150 p. ms.

This series of studies emphasizes the improvement of instruction and the more effective direction of learning in the high school, with emphasis both upon the diagnosis of pupil needs, development and application of remedial instruction, and the improvement of the assignment, with special interest in the development of the so-called unit or contract type of assignment. The report is enriched by varied and adequate illustrative materials worked out by classroom teachers in the fields of reading and English, history, mathematics, and chemistry, and includes selected bibliographies.

273. ——— and Woodring, M. N. Directing study of high school pupils. New York City, Teachers college, Columbia university, 1929. 133 p.

A monograph prepared to aid high school teachers toward a more economical and effective use of the class hour and an improved direction of learning for high school pupils. The monograph includes consideration of the problems in directing study, a survey of previous investigations, a development of diagnostic techniques as a basis for the direction of study, and a presentation of materials and methods for training high school pupils in specific study procedures with emphasis on reading. An annotated bibliography on study is included.

274. Fowlkes, John Guy. Shall supervised study follow or precede the recitation. Nation's schools, 6: 82, 84, 86, July 1930.

In an attempt to discover whether supervised study should follow or precede the recitation, a study was made in the James Whitcomb Riley junior high school, South Bend, Ind., for the school year 1928-1929. The study involved sending a questionnaire to the 52 teachers in the school, and to 78 pupils in the 7B history classes having the highest IQ's, and a controlled experiment based on 27 matched pairs of pupils. The study indicates that the study recitation sequence is superior to the recitation study sequence in United States history in the junior high school.

275. Hartill, Rufus M. An experimental investigation to determine the worthwhileness of a given technique in studying. Master's thesis, 1930. New York university, New York, N. Y. 54 p. ms.

Equivalent group method was used with about 100 sixth grade children for about one month. No significant gain in ability to study was shown by the experimental group.

276. Logan, Leslie Emory. An experiment in teaching normal-school students how to study. Master's thesis, 1930. Duke university, Durham, N. C.

277. Mathews, C. O. A diagnostic blank for study habits. 1930. Ohio Wesleyan university, Delaware.

This includes a description of a blank useful in advising students in regard to study habits.

278. Meek, Edward Colton. The effectiveness of study habits in a city high school. Master's thesis [1930] University of Oregon, Eugene. 74 p. ms.

Six tests were given, the second and sixth tests were subjectives, the others were objective; the subject-matter in the tests was selected from books not used in high school course of study. It was given to four groups (representing the four years in high school) of a large Portland high school. Findings: Most difficulty was found in the use of association in the process of memorization, and in ability to select and organize material.

279. Miles, W. R. and Bell, H. M. Eye-movement records in the investigation of study habits. *Journal of experimental psychology*, 12: 450-58, October 1929.

This article describes a study made of the eye-movements of 16 advanced students at Stanford university.

280. Minning, George Alvin. A summary of the literature of supervised study. Master's thesis, 1930. Cornell university, Ithica, N. Y. 96 p. ms.

Magazine articles and books were abstracted to determine: the meaning, plans or techniques of supervised study, summary of investigations, and the merits claimed for supervised study. Two hundred and fifty-seven books and magazine articles were selected out of more than 500 examined, as revelant to the problem. Sixteen definitions were found for study. There were 38 definitions of supervised study. The 21 techniques of supervised study described indicate that it is in the experimental stage. A sufficient amount of evidence warrant the conclusion that supervised study is superior to the recitation-assignment method.

281. Ouzts, Edith W. Survey of "How to study" courses for college freshmen. Master's thesis, 1930. Cornell university, Ithaca, N. Y. 96 p. ms.

This is a survey of courses in "How to study" in American colleges, based on catalogue investigation and personal letter to college executive. Data were collected from 22 colleges and universities. Findings: Courses in methods of study are necessary for college freshmen.

282. Roy, Ralph. Supervised study as applied to the tenth, eleventh, and twelfth grades. Master's thesis, 1930. University of North Dakota, University.

283. Sheldon, Vera Genevieve. The value of training in specific habits of study. Master's thesis, 1930. University of Chicago, Chicago, Ill.

284. Throckmorton, Adel Foster. A comparison of two types of supervised study recitation. Master's thesis, 1929. University of Kansas, Lawrence.

285. Tonton, Frank C. and Kleinsmid, R. B. von. Effective study procedures. 1929. University of Southern California, Los Angeles.

286. Wright, Louise B. The value of a motivated assignment: an experiment in directed study. *University of Pittsburgh school of education journal*, 5: 64-67, December 1929.

The problem described was to determine the value of a motivated assignment in factual material in the elementary school. United States history was the subject selected for the study. Pupils were selected from three rooms in a city school. Data indicate that there was an increased gain in knowledge through motivation of the study period.

See also 1994, 2992, 3004.

## PLATOON SCHOOL

287. Hays, Oren W. A study of a comparison of the quality of the work done in three types of school organization. Master's thesis, 1930. University of Oregon, Eugene. 50 p. ms.

A comparison of small traditional, large traditional and platoon type of schools in Portland, Oreg. It was found that the large traditional school and the platoon organization of large schools were better than the small traditional school.

288. Lewis, Charles E. A traditional room in a platoon school. In Portland elementary principals' association. First yearbook, 1930. p. 74-78.

Traditional rooms were opened in the Alameda school in the fall term of 1929, in the first three grades. Achievement of pupils in the two groups, traditional and platoon, were studied in grade 1A, in reading. There was no measurable difference in achievement in reading. The two systems have no effect on school attendance. The presence of the two systems introduces administrative problems which decrease the efficiency of the school for the rest of the pupils.

289. McMaster, James Floyd. The organization of auditorium work in the platoon school. Master's thesis, 1930. University of Southern California, Los Angeles. ms.

290. Masters, Harry Gail. The present status of the platoon school. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. University of Pittsburgh bulletin, 27: 329, November 1930. (Abstract)

291. Pittsburgh, Pa. Public schools. Department of curriculum study and research. Subject time distribution for platoon schools, grades 1 to 6. 1930. (Printed)

292. Shrader, John Calvin. A survey of the community activity work in the platoon schools of Pittsburgh, Pa. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. University of Pittsburgh bulletin, 27: 379-80, November 1930. (Abstract)

293. Tracy, Bettie M. Ritchie platoon school. 1930. Public schools, Wheeling, W. Va. 4 p. ms.

A comparison of achievement of pupils in 8A platoon school with those of similar IQ in non-platoon school. Findings: There was a slight gain in platoon school.

See also 1063.

## RADIO IN EDUCATION

294. Chapman, H. B. and Denues, John. Radio in education. In 100th annual report of the Baltimore board of school commissioners, 1928-1929. Baltimore, Md., Department of education, 1929. p. 43-44 and 78.

An investigation of the status of the schools with respect to radio receiving sets, and, more especially, with regard to the reception of the concerts in music appreciation under the direction of Walter Damrosch.

295. Jones, R. G. The radio as a medium of practical instruction in the schools. Nation's schools, 5: 55-57, January 1930.

Six classes of third grade arithmetic were taught by radio in the public schools of Cleveland, Ohio, during the school year 1929-1930. The lessons were scientifically graduated in difficulty. Data indicate that the radio classes made more improvements than did classes of the same grade in the same district of the city, and in the city generally which had not had radio instruction.

296. Perry, Armstrong. Radio in education. The Ohio school of the air and other experiments. New York, The Payne fund [1929] 130 p.; 2d ed., October 1929. 166 p.

The data on which this report is based were obtained in several national investigations conducted by representatives of the Payne fund and others.

297. Reese, L. W. The radio takes on education. American school board journal, 80: 39-41, 134, April 1930.

The growth in the educational use of the radio is described.

298. Sells, Alice P. Education by radio (twelve dramalogs). Master's thesis, 1930. Ohio state university, Columbus.

Parental education in dramalog form via radio was the subject of this study. Gives number and type of responses, and method of broadcasting.

299. Tyson, Levering. Education tunes in: A study of radio broadcasting in adult education. New York, American association for adult education, 1930. 119 p.

A study of: (1) Government control of broadcasting; (2) educators and broadcasters—a study of attitudes; (3) present educational broadcasts; (4) a suggested remedy for the present chaos in educational broadcasting; (5) educational broadcasting in Europe; (6) financing educational broadcasting in America; (7) problems for research and experimentation; (8) the Willbur committee and its work; and (9) a digest of successful educational broadcasts.

300. United States Department of the Interior. Advisory committee on education by radio. Report of the Advisory committee on education by radio. Columbus, Ohio, The F. J. Heer printing co., 1930. 246 p.

A survey of present conditions regarding radio education with suggestions as to future action.

301. Wisconsin. University. Radio research committee. The Wisconsin experiment in radio education. 1930. University of Wisconsin, Madison.

The Radio research committee of the University of Wisconsin conducted an experiment to measure the effectiveness of the radio in teaching current events and music to students in the sixth, seventh, and eighth grades in 25 schools in Dane county, Wis. Twenty-five control schools as nearly like the 25 experimental schools were also chosen. Data indicate that the broadcasts were successful in arousing the students' interest and in teaching the subject matter of the courses.

#### VISUAL INSTRUCTION

302. Amacker, James Cleveland. The comparative influence of motion pictures in teaching American history. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 55 p. ms.

An experimental study to determine whether or not motion pictures increase achievement. Findings: Motion pictures, when used in connection with regular instruction, increase achievement.

303. Anderson, Winston S. The use of movies in the teaching of chemistry. 1929. Rollins college, Winter Park, Fla.

304. Bliss, Walton B. Determination of principles and effective procedures in the use of visual aids in secondary education. Master's thesis, 1920. Ohio state university, Columbus. 129 p. ms.

Survey of practices and derivation of criteria in terms of educational principles. Findings: Visual aid is effective and educationally desirable only when provision is made for pupil activity; it is effective only when it is a natural outgrowth of the pupil's needs for concrete experiences in the furtherance of some interest which he holds; it is educationally desirable in a drill lesson only when it sets a model better than the teacher or fixes associations with less effort than other methods; it is useful for intellectual purposes only when it can be presented in such a way as to arouse a problem. It is peculiarly serviceable for appreciation lessons only in its own field of visual impression, as in art; it fosters incidental or direct cultivation of attitudes in general only when its realism is pertinent.

305. Brown, Emmett H. Motion pictures and lantern slides for elementary visual education. 1930. Teachers college, Columbia university, New York, N. Y. 110 p. ms.

Consists of 20 pages of discussion on the uses of motion pictures and other visual aids in the elementary field, indicating methods for using them and results to be expected, and about 90 pages of annotated classified titles of visual material.

306. Conrad, Herbert S. and Jones, Harold Ellis. Psychological studies of motion pictures. Berkeley, University of California press, 1929. p. 245-84. (University of California publications in psychology, vol. 3, nos. 7-8, November 22, 1929)

The first study is entitled "Fidelity of report as a measure of adult intelligence"; the second, "The technique of mental-test surveys among adults." The first article gives the specific results of a survey which employed, in a tentative and experimental form, a battery of tests based upon motion pictures; the second attempts to summarize certain general suggestions pertinent to further work in this field.

307. Deen, Daisy Pearl. Effectiveness of pictures in teaching American history to eleventh grade pupils. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 74 p. ms.

308. Gray, Marguerite E. Hornbeck. An experiment in the use of visual aids in general science teaching. Master's thesis, 1930. University of California, Berkeley. 45 p. ms.

The purpose of this study was to determine the relative efficiency and economy of teaching general science to a group of boys and girls in high seventh grade by means of visual aids. Findings: Visual aids are of distinct benefit to pupils of average and less than average ability in learning general science; to pupils of more than average ability there is little indication that visual aids are of particular benefit. Tendency of visual aids to lessen range of variability seems to indicate that visual aids are effective substitute for drill work conducted by the teacher and tend to economize both learning time of pupils and teaching time of the instructor.

309. Holaday, Perry Ward. The effect of motion pictures on the intellectual content of children. Doctor's thesis, 1930. University of Iowa, Iowa City. 316 p. ms.

310. Kitson, Harry D. Teaching by tables. *Nation's schools*, 4: 45-48, October 1929.

An experiment was carried on with talking pictures at Teachers college, Columbia university, and later at a number of the leading summer schools throughout the country. Data indicate that talking pictures will be of great service to educators.

311. Kooser, V. L. Present trends in the use of visual-instruction aids. *American school board journal*, 80: 56, 144, February 1930.

A study was made of several different types of visual-instruction institutions that may be considered as service organizations in the visual field.

312. Lawson, Oliver Crook. An experimental study of visual methods in the teaching of eighth grade history. Master's thesis, 1930. Stanford university, Stanford University, Calif.

313. Lewerenz, A. S. Academic achievement in relation to movie attendance. *American school board journal*, 81: 78, 80, August 1930.

The purpose of the study was to gather educational and social data that would throw some light on the value of the motion-picture film as an aid to education. It involved a study of 1,372 Chicago and 581 Los Angeles elementary-school pupils. It is noted that the old, dull pupils go to the movies most frequently, and that the young, bright pupils go least frequently.

314. ——— Some results of a visual education lesson in junior high school social studies taught with the aid of flat pictures. *Los Angeles educational research bulletin*, 9: 4-16, November 1929.

The type known as photographic still was studied to ascertain the amount of information gained from the set of pictures studied as to sex, mental level, chronological age, and with respect to style of finish. True-false tests were prepared and used with 500 pupils. Data indicate that boys observe better than girls; and that mental level has a distinct influence on answers to test; that children with a relatively low IQ made the greater gain from study of pictures; finish had very little effect; the story element is of great value in educational pictures; a favorite picture receives its support in general from those with average or less mental ability; visual education is a more effective tool for those of less than average intelligence; girls are more unanimous in their choice than boys; boys seem to enjoy a variety of pictures; pictures selected for boys and girls should be selected with reference to inherent interests of each sex; pictures for children of superior mentality should require serious thinking on the order of unsolved problems.

315. Lower, George G. Visual education as applied to geography. Upper Darby high school, Upper Darby, Pa. 30 p. ms.

316. MacLean, W. P. A comparison of the effectiveness of colored and uncolored pictures. Master's thesis, 1930. University of Chicago, Chicago, Ill.

A controlled experiment using 76 high school boys in the control and experimental groups, respectively, to secure data on variation in range and accuracy of report in visual education due to color. Slides, flat pictures and stereographs were used in history, geography, biography and art studies.

317. Massachusetts. Department of education. Motion pictures and stereopticon slide service. Boston, Department of education, Division of university extension, 1929. 20 p. (Bulletin, vol. XIV, no. 6A, November 1929)

318. Mehnert, Martha C. The value of still pictures in the teaching of fourth-grade history. Master's thesis, 1930. University of Chicago, Chicago, Ill.

319. Praxl, Hannah Emma. Educational value of visual instruction in therapeutic gymnastics. Master's thesis, 1930. University of Wisconsin, Madison.

320. Beller, Louis Smith. A salesmanship stillfilm. Master's thesis, 1930. University of Pittsburgh. Pittsburgh, Pa. University of Pittsburgh bulletin, 27: 361-62, November 1930. (Abstract)

321. Snyder, Harry Anderson. Historical motion pictures in the junior high school. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. University of Pittsburgh bulletin, 27: 385-86, November 1930. (Abstract)

322. Tilton, J. W. and Knowlton, Daniel C. The contribution of ten chronicles-of-America photoplays to seventh-grade history teaching. Journal of social psychology, 1: 78-96, February 1930.

A full report of this study including detailed descriptions, tables, tests, and supplementary materials will be published by the Yale University Press.

The purpose of the experiment was to measure the contribution of the photoplays to enrichment, retention, and the creation of interest. The results show that the photoplays contributed materially to the gaining and retention of worth-while knowledge, particularly of knowledge of inter-relationships, other than time; they produced more pupil participation in classroom discussion; and they caused the pupils who saw them to read voluntarily more supplementary history reading material under controlled classroom conditions.

323. Weber, Joseph J. Visual aids in education. 1930. Valparaiso university, Valparaiso, Ind. 220 p. ms.

The study aims to compile for the progressive educator a balanced summary of the available scientific evidence on the values and limitations of visual aids in education, and to inspire the educator to make a common-sense adaptation of visual materials and methods to the purposes of the school. Visual aids were taken up to show: (1) values and limitations and methods in the work of the school; (2) experimental uses in various school subjects; and (3) needed research in the visual aids movement.

324. Wolfe, Harold G. The motion picture as an aid in classroom teaching. Master's thesis, 193. University of Rochester, Rochester, N. Y. 140 p. ms.

Summarizes all experimental studies to January 1930 and includes a personal study of junior high school children in social studies classes. Findings: Motion picture increases the effectiveness of teaching but effects permanent retention to a less degree than immediate recollection. Superior children profit less from the motion picture than average or inferior children.

See also 1571, 2081.

### INDIVIDUAL DIFFERENCES

325. Bailey, Hilda M. Reorganization of the school system in accordance with individual and social principles. Master's thesis, 1930. University of California, Berkeley. 76 p. ms.

A study of: (1) status of the present class system; (2) individual differences among pupils; (3) relation between individual and social principles; (4) application of these to

an individual system, and (5) evaluation of the system. Findings: There is dissatisfaction in schools today on part of pupils, teachers, administrators, and business men employing products of schools. Main cause is the class system (mass instruction, group promotion, learning at uniform pace). Pupils differ widely, and development of the individual means a better developed social organization. The individual system is proposed as a remedy for these conditions. It is the type of educational system that uses individual subject promotions instead of class promotions and allows each individual child to move forward at his own rate in the mastery of each subject.

326. Billett, R. O. Administration of homogeneous grouping. Doctor's thesis, 1929. Ohio state university, Columbus. 500 p. ms.

Controlled experiment dealing with approximately 1,000 pupils in ninth grade English. Findings: In general, homogeneous grouping of pupils in ninth grade English, on the basis of the higher of two intelligence quotients derived from two forms of Terman group test of mental ability, provides an educative situation more favorable for learning whatever can be measured by standardized and informal objective tests, so far as slow students (whose IQ's range from approximately 70-95) are concerned. Average and bright students (IQ 95-140, approximately) are, in general, not benefited by homogeneous grouping as defined in this study.

327. Bird, Grace E. Successful experiment in child education. Elementary school journal, 30: 539-46, March 1930.

The Henry Barnard school, the laboratory and demonstration department of the Rhode Island college of education, strives for the development of the whole individual, beginning as early as possible. The essence of method employed is free activity involving liberty without license, an opportunity for individual initiative and self-criticism, and the formation of serviceable general habits of work and of social adjustment that will fit the child to contribute his best to the group. The achievement of the children in this school has been investigated. With one exception (dictation—spelling—in one grade), the median attained in every grade in every subject of the test was well above the standard.

328. Bobb, Arthur Earle. A study of individual differences in a small high school. Master's thesis, 1930. Stanford university, Stanford University, Calif.

329. Bolenbaugh, Lawrence. Failures and college recommendations as affected by a modified ability grouping. California quarterly of secondary education, 6: 102-108, 1930.

Findings: Correlation between teachers marks and intelligence of pupils is steadily increasing; last semester it was .557. More students are being sent to the university with an ever increasing number of freshmen ranking above the lower one third at the university. Last semester 85 per cent ranked above the lower third.

330. Bowen, Mrs. Alice Day and Latshaw, Harry F. Experiment in ability grouping. National education association, Department of elementary school principals bulletin, 9: 312-18, April 1930.

A basis for ability grouping of children in an elementary school containing many grades of the same year.

331. Brown, Emerson Lee. An investigation of individual differences in vocabulary ability of high school children. Master's thesis, 1929. University of Kansas, Lawrence.

332. Burr, Marvin Y. A study of homogeneous grouping in terms of individual variations and the teaching problem. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y.

Standard test scores were secured from six cities for about 3,400 pupils in grades 4, 5, and 6. Overlapping in grades, overlapping in subject, and variations in achievement of individual pupils were studied. It was found that the problem of meeting individual needs of children is only slightly reduced by practice of homogeneous grouping. Suggested alternatives to homogeneous grouping are: grouping according to achievement in various subjects; sectioning pupils at random but according to achievement in various subjects; sectioning pupils at random and employing an individual contract method; and sectioning pupils at random and teaching through group activities in which each pupil can contribute according to his talents.

333. Cary, Frances D. A study of a grading system in a high school having homogeneous grouping. Master's thesis, 1929. University of Kansas, Lawrence. 99 p. ms.

334. Clem, Orlie M. and Malloy, Kathie V. Some individual differences of pupils in one typical junior high school. *Educational administration and supervision*, 16: 39-52, January 1930.

Seven hundred and seventy-six pupils in the Roosevelt junior high school, Syracuse, N. Y. were recently examined. Some of the data of the study were secured from school records; a large part was obtained from a checking list, or questionnaire submitted to the pupils. Data were collected on the health, extracurricular activities and outside interests of the pupils, and on the health, occupations, and education of their parents.

335. Cornell, Ethel L. Effect of trait differences upon grouping. Albany, N. Y., New York state education department, 1930.

The purpose of this study was to determine to what extent idiosyncracies in individuals would prevent possibility of forming homogeneous groups. The data used are test results from a village in which all children of school age had been given a fairly complete battery of tests. Certain published data which were comparable were also used.

336. Cutkosky, Oscar F. The growth of seventh grade pupils in homogeneous classes as compared with the growth of seventh grade pupils in heterogeneous classes. Master's thesis, 1929. University of Minnesota, Minneapolis.

337. Earhart, Harry Day. Bases for ability grouping in junior high schools and a comparison with the Los Angeles plan. Master's thesis, 1930. University of Southern California, Los Angeles.

338. Harness, Frances. Individual differences in reading ability in University high school. 1930. West Virginia university, Morgantown.

339. Harvey, Oswald Lionel. Individual variability, with especial reference to individual temporal variability in efficiency. Doctor's thesis, 1930. Harvard university, Cambridge, Mass. 96 p. ms.

One hundred and eleven grade 7 children of mixed sex, race, and chronological age, in four different schools, were given a series of ten tests of 25 items each, taken from standardized tests of "general intelligence" and arranged irregularly, regardless of difficulty. Measures of achievement, effort, and efficiency were found for every child on every test, both speeded and unspeeded. Findings: A measure of individual temporal variability in efficiency has been developed. It is largely independent of age, intelligence, sex, and speed. Efficiency and individual temporal variability in efficiency are distributed over a given population roughly in the form of curves of a "normal" distribution. Extreme variability is probably an important diagnostic symptom.

340. Heilman, J. D. Factors determining achievement and grade location. *Journal of genetic psychology and Pedagogical seminary*, 36: 435-57, September, 1929.

A study of individual differences and grade location and the relation of mental age, school attendance, and socio-economic status thereto.

341. Henderson, Cora Rebecca. Methods of individualizing instruction in a mixed group. Master's thesis, 1929. University of Southern California, Los Angeles. 179 p. ms. *National education association, Department of secondary school principals bulletin*, 34: 50-52, January 1931. (Abstract)

This study proposed to collect methods and supplementary materials useful in giving individualized instruction to a mixed group. The procedure consisted of three steps: making of a difficulty analysis; finding and recording of methods; and writing of the finished results. The search for methods consisted in finding solutions to the difficulties, through reviewing books, periodicals, lesson sheets, and courses of study, and through interviewing 31 classroom teachers in the senior and junior high schools of Southern California.

342. Kefauver, Grayson N. The validity of bases for forming ability groups. *Teachers college record*, 31: 99-114, November 1929.

Contains a report of an investigation made during the school year 1925-1926 for the purpose of determining the bases for distributing pupils to ability groups in the seventh grade of the junior high schools. It has been found that the most important single source of information for predicting success in the first year of the junior or four-year high school is the judgment of the teachers in the elementary school.

\*343. **Keliher, Alice V.** A critical study of homogenous grouping in elementary schools. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y.

Findings: Indications are that effects of homogeneous grouping on society may be harmful through development of harmful attitudes and mental habits. Homogeneous grouping is not desirable in our elementary schools.

344. **Lincoln, Edward A. and Wadleigh, Verna L.** Teacher opinion on ability grouping. *Journal of educational research*, 21: 277-82, April 1930. Reprinted.

Results of a questionnaire sent to teachers of the junior high school and the intermediate school in Reading, Mass., showed that teachers are of the opinion that children actually learn more under the Reading system of ability grouping than they did before it was practiced, teachers find it easier to teach homogeneous groups, fewer disciplinary problems appeared, etc.

345. **Lohmann, Pauline.** Experiments in meeting individual differences in the senior high school. Master's thesis, 1930. George Washington university, Washington, D. C. 34 p. ms.

A study of three sections of a ninth grade in the Washington, D. C. schools, consisting of 195 pupils. Findings: Ability grouping is a good administrative aid providing for individual differences when methods, curriculum, and standards are modified in terms of the abilities of the different groups.

346. **Mayhew, C. J.** Individual case studies and remedial measures with high school students. Master's thesis, 1930. University of Akron, Akron, Ohio. 30 p. ms.

A study of 198 cases in Wadsworth high school over a period of two years with special reference to similar work done elsewhere.

347. **Miller, W. S. and Otto, Henry J.** Analysis of experimental studies in homogeneous grouping. *Journal of educational research*, 21: 95-102, February 1930.

A list of 20 experimental studies in homogeneous grouping follows the text of the article. A table analyzing studies of homogeneous grouping gives the following information: number of pupils, basis for grouping, methods of evaluation, control group used, results, etc.

348. **Myers, Walter Lewis.** Remedial teaching and individual differences. Master's thesis, 1929. Indiana university, Bloomington. 126 p. ms.

349. **Oregon state teachers association.** Survey of individual differences. 1929. Portland, Oreg. 7 p. ms.

"The committee is unanimous in the opinion that the programs in smaller schools should carry out the 'long period' idea. By the use of such a program the work in most of the rural schools can readily be individualized in so far as subject matter lends itself to this plan."

350. **Plucinska, Sister Mary Dionysia.** How you can provide individualized instruction in your school. Washington, D. C., National Catholic welfare conference [1929] 45 p.

351. **Purdom, T. Luther.** The value of homogeneous grouping. Baltimore, Warwick and York, inc., 1929. 99 p.

Data are given in this study for 442 pupils from high schools in Michigan, in order to determine objectively the value of grouping ninth-grade pupils homogeneously, in algebra and English. The results of the investigation show no significant advantage for grouping.

352. **Seashore, Robert Holmes.** Individual differences in motor skills. *Journal of general psychology*, 3: 38-66, January 1930.

This study reports data on eight representative types of motor performances ranging from grosser to finer coordinations. It attempts to evaluate the methods of theoretical and job analyses in relation to methods of selecting personnel for motor skills.

353. Young, Leon Corbett. Some provisions for individual differences in a junior high school. Master's thesis, 1930. Boston university, Boston, Mass.  
See also 268, 354, 692, 913, 923, 1196, 1263, 1270, 1325, 1483, 1644, 1994, 3474, 4219.

## EDUCATIONAL PSYCHOLOGY

354. Almack, John C. Mental efficiency of consulting pairs. Los Angeles educational research bulletin, 10: 2-3, January 1930.

A study of the investigations of Dr. J. F. Bursch at Stanford University on individual efficiency versus the efficiency of consulting pairs. These investigations show a negative correlation between original individual ability and gain from consultation and a tendency toward higher achievement by pairs in activities involving the higher mental processes.

355. Anderson, Oscar Daniel. An experimental study of observational attitudes. Doctor's thesis, 1929. Cornell university, Ithaca, N. Y. American journal of psychology, 42: 345-60, July 1930.

356. Ashbaugh, E. J. Curiosity. School and society, 30: 590-93, November 2, 1929.

357. Berger, Arthur. Forgetting in the history and psychology of education. Master's thesis, 1930. College of the City of New York, New York, N. Y. 21 p. ms.

Repeated test scores were compared with original scores, college students being employed as subjects. The author indicates the amount and type of forgetting and the curricular implications of his findings.

358. Berkhof, William. An experimental study relative to the part played by trial and error and insight in problem solving. Master's thesis, 1930. University of Michigan, Ann Arbor. 51 p. ms.

Subjects were confronted with situations in the form of puzzles. Three groups of subjects were used: 18 junior high school pupils (15 boys and 3 girls); 34 college students (30 women and 4 men); and 10 graduate students (9 men and 1 woman).

359. Bills, Arthur Gilbert and Brown, Clarence. The quantitative set. Journal of experimental psychology, 12: 301-23, August 1929.

A study to determine to what degree a person's efficiency is influenced by the amount of work with which he is faced. It is concluded that the greater amount of work, the higher the initial level of efficiency.

360. Bresnan, Sister Marianne. An investigation of the experimental work on judgment. Master's thesis, 1930. Catholic university of America, Washington, D. C. 51 p. ms.

361. Brey, Margaret Mary. Romantic theory of imagination. Master's thesis, 1930. St. Louis university, St. Louis, Mo. 65 p. ms.

362. Caffrey, James Anthony. The nature of creative imagination. Master's thesis, 1930. Catholic university of America, Washington, D. C. 38 p. ms.

363. Carr, Harvey. Teaching and learning. Pedagogical seminary and Journal of genetic psychology, 37: 189-219, June 1930.

The teaching and learning abilities of rats and human beings were studied by the use of various types of mazes. Data indicate that for human beings, for all methods, the efficacy of the tuition varied with the amount and the stage in the learning process at which it was given. Efficacy of tuition tended to decrease with the amount given and the later stage at which it was given.

364. Cheng, N. Y. Retroactive effect and degree of similarity. Journal of experimental psychology, 12: 444-49, October 1929.

The author planned to study the relation of the retroactive effect to the degree of similarity, and to discover whether the relation differed for anticipatory recall and relearning. For the two experiments performed, original and interpolated materials, lists of nonsense syllables which exhibited three degrees of similarity with respect to spelling, were used. Twenty-nine college students were used as subjects. All interpolated conditions exerted some degree of retroactive effect. The degree of retroactive effect varies with the experiment and the method of measurement.

365. Cook, Lemuel Thomas. Temperament in relation to success in school. Master's thesis, 1930. University of Colorado, Boulder. University of Colorado studies, 18: 54, December 1930. (Abstract)

An inquiry into the truth of the doctrine that the most effective school work is that based wholly upon the child's interests, that joy and cheerfulness are conducive to the best work. Two methods of determining temperament were used. Five teachers scored each child. These ratings were supplemented by those secured from feeling reactions to the words in two carefully prepared word lists of 50 words each. Data indicate that the children who did not like school made approximately as good grades as those who did like school.

366. Davis, Frances Coon. The relative reliability of words and nonsense syllables as learning material. Journal of experimental psychology, 13: 221-34, June 1930.

Six subjects each learned 20 lists of 12 nonsense syllables and 20 lists of 12 monosyllabic words. The data indicate that absolute variability from individual to individual is greater for nonsense syllables, while the relative variability from individual to individual is greater for words.

367. Dietze, Alfred Godfrey. Factual memory of secondary school pupils for a short article which they read a single time. Doctor's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. University of Pittsburgh bulletin, 27: 39-46, November 1930. (Abstract)

368. Dixon, Russell A. A study of social attitudes. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. University of Pittsburgh bulletin, 27: 255-56, November 1930. (Abstract)

369. Drury, Marijole Bullard. Can Gestalt-theory save instinct? 1930. Cornell university, Ithaca, N. Y.

An examination of the Gestalt-theory of the functioning of the organism to determine whether it can suggest a theory of instinct which can escape the criticisms that have been applied to other doctrines. The doctrine of instinct suggested in the paper seems to meet the objections that have been raised against other doctrines.

370. Dudine, Charles. The educational psychology and the rule of St. Benedict. Master's thesis, 1929. University of Notre Dame, Notre Dame, Ind.

371. Dysinger, D. W. A comparative study of affective responses by means of the impressive and expressive methods. Master's thesis, 1929. University of Iowa, Iowa City. 56 p. ms.

372. Dysinger, Wendell S. A comparative study of verbal and nonverbal expressions of social attitudes. Master's thesis, 1929. University of Iowa, Iowa City. 74 p. ms.

373. Eddy, Louise Barbour. An analysis of the style of Mrs. Virginia Woolf with special emphasis upon her thought patterns. Master's thesis, 1930. University of Chicago, Chicago, Ill.

374. Epstein, Max. A comparative study of the intelligence of children of foreign parentage. Master's thesis, 1930. Teachers college, Columbia university, New York, N. Y. 71 p. ms.

375. Fernsberger, Samuel W. The use of equality judgments in psychological procedures. Psychological review, 37: 107-12, March 1930.

376. Finrock, Jean Paul. A study of the relation between mental age and the tendency to collect and hoard. Master's thesis, 1929. University of Kansas, Lawrence.

377. Freeman, G. L. An experimental study of the perception of objects. Journal of experimental psychology, 12: 341-58, August 1929.

In a study of the visual perception of objects, inkblots were used as simulating objects. All experiments, of which there were several groups, were conducted in a dark room. The results of the experiments emphasize the importance of bodily reactions in the determination of the meaning of visual forms.

378. **Freeman, G. L.** The influence of attitude on learning. *Journal of general psychology*, 3: 98-112, January 1930.

379. ——— The rôle of context in associative formation. *American journal of psychology*, 42: 173-212, April 1930.

The results of an investigation of relative efficacies show the intrinsic aids of rhyme and inversion slightly superior to all other aids included in the tests. Logical contexts are almost as effective as the intrinsic aids; they tend to become even more effective with time.

380. **Geldard, Frank A. and Crockett, William B.** The binocular acuity relation as a function of age. *Pedagogical seminary and Journal of genetic psychology*, 37: 139-45, March 1930.

Tests were made of 204 subjects, ranging in age from 6 to 71 years. They were divided into eight groups. It was found that the difference between the eyes with respect to visual acuity is a function of age, and that there are wider variations in acuity differences at the upper age levels than at the lower.

381. **Geyer, Miriam T.** Influence of changing the expected time of recall. *Journal of experimental psychology*, 13: 290-92, June 1930.

382. **Goll, Reinhold W.** Influence of mental, anatomical and nutritional development on the success of beginners. Doctor's thesis, 1930. University of Pennsylvania, Philadelphia.

383. **Harden, Luberta M.** The effect of emotional reactions upon retention. *Journal of general psychology*, 3: 197-221, April 1930.

384. **Hart, Charles A.** The Thomistic concept of mental faculty. Doctor's thesis, 1930. Catholic university of America, Washington, D. C. Washington, D. C., Catholic university of America, 1930. 142 p.

385. **Hildreth, Gertrude H.** Interests and skills at school. *Child study*, 7: 261-64, June 1930.

A general discussion of children's interests, the possibility of utilizing them in school practice, and the relation of interest to skill.

386. **Hull, Clark L.** A functional interpretation of the conditioned reflex. *Psychological review*, 36: 498-511, November 1929.

387. **Hunter, Annamae.** Certain experiments in learning. Master's thesis, 1930. University of Colorado, Boulder. *University of Colorado studies*, 18: 78-79, December 1930. (Abstract)

This investigation consists of two parts. Part 1 was designed to discover whether good spellers learn by visual presentation or by auditory presentation. Part 2 was an attempt to ascertain whether suggestion could be measured. Fifty subjects took part in each of the experiments. Data indicate that 82 per cent of good spellers are good visualizers of syllables; and that suggestion can be measured.

388. **Husband, Richard W.** Certain age effects on maze performance. *Journal of genetic psychology and Pedagogical seminary*, 37: 325-28, June 1930.

Fifteen persons over 30 years of age were set to learn one particular maze pattern, and the results of the test compared with those of a control group. The conclusion based on a small number of cases, is that persons of over 30 years of age are somewhat inferior in maze learning to those around 20.

389. **Huskey, John Floyd.** Extroversion as a factor conditioning achievement in the elementary school. Master's thesis, 1930. University of Cincinnati, Cincinnati, Ohio. 88 p. ms.

Through the use of three adult ratings by the Marston introversion-extroversion rating scale, and the use of three pupil ratings by Freyd's list of 54 introvert traits as a check list, it was found that for pupils of the fifth and sixth grades the extrovert has a slight advantage over the introvert in achievement and intelligence.

390. **Ijams, Elvin Hiawatha.** A brief history of the basic biological concepts of modern psychology. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 106 p. ms.

391. **Jaarsma, Cornelius B.** Subject matter and method in educational psychology. Master's thesis, 1930. New York university, New York, N. Y. 46 p. ms.

Organization of a course in educational psychology for a three year curriculum of a training school for elementary school teachers.

392. **Jones, Harold Ellis.** Emotional factors in learning. Offprinted from the Pedagogical seminary and Journal of general psychology, 2: 263-72, April-July 1929.

393. **Kennedy, Margaret.** Speed as a personality trait. Journal of social psychology, 1: 286-99, May 1930.

The existence of a rash, impulsive type that does everything quickly and of a slow, cautious type that does things slowly has long been popularly recognized. This study presents statistical evidence in support of this popular idea and suggests that "irritability" or a characteristic rate of work be considered a personality trait.

394. **Klohr, Paul.** Evolution and education. Master's thesis, 1930. Catholic university of America, Washington, D. C. 26 p. ms.

395. **Koch, Helen Lois.** Influence of affective tone upon recall. 1930. University of Texas, Austin.

396. ——— Some factors affecting the relative efficiency of certain modes of presenting material for memorizing. American journal of psychology, 42: 370-88, July 1930.

The variables investigated in the study are: method of measuring learning; stage in the case of a given unit at which the measurements of accomplishment are taken; nature of the recording responses; degree of the subject's familiarity with the exposed method. Fourteen young college women similar in age, ability, and interest served as subjects during the experiment, learning the four practice and 42 experimental units of material at the rate of one a day. The simultaneous combination of the visual and auditory presentation was, according to the measures applied, rather uniformly superior; and the simple auditory presentation was uniformly inferior.

397. **Kreezer, George and Dallenbach, Karl M.** Learning the relation of opposition. American journal of psychology, 41: 432-41, July 1929.

Within the limits of this study it was found that children of the social status of the group learn the meaning of opposition without special instruction regarding it by the end of their eighth year or the beginning of the ninth.

398. **Krueger, William C. F.** Further studies in overlearning. Journal of experimental psychology, 13: 152-63, April 1930.

These experiments were conducted to obtain information on the following questions: (1) As the degree of learning is varied, will the degree of retention vary proportionally? (2) Will the relation between the degree of learning and the degree of retention vary with the interval between learning and recall.

399. **Langemo, Melvin B.** What effect does age, mental age, and experience have on color preference? Master's thesis, 1930. University of North Dakota, University. 74 p. ms. (Review in School of education record, vol. 16, no. 7, April 1931, p. 213.)

Three groups of subjects were used, varying in age from 6 to 26. Findings: Girls like shades less than boys. As age and experience increase, there is an increase in the choice for blue.

400. **Lankering, Hilda L. and Monroe, W. S.** Heredity and education. Master's thesis, 1930. New Jersey state teachers college, Montclair.

401. **Lauer, Alvah B.** Analysis of integration; a study of the relationship between eye, hand and foot response mechanisms. Doctor's thesis, 1930. Ohio state university, Columbus. 150 p.

A study of the relation of voluntary and involuntary responses with a view toward prognosis of motor ability. Findings: Sex differences are the result of training; prognosis decreases as the amount of training increases; training makes differences less obvious.

402. Lehman, Harvey C. and Witty, P. A. The lure of absolute objectivity. *American journal of psychology*, 41: 492-97, July 1929.

403. Lincoln, Nebr. Public schools. Department of measurements and research. An attempt to stimulate quantitative thinking on the part of second and third grade children. 1929. 4 p. ms.

404. Long, Ernest D. Acquisition of skill by children as affected by distribution of practice. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 30 p. ms.

Two groups of sixth grade boys practiced at dart-throwing; ten in each group. Group 1 practiced two days a week on alternate days, 20 throws a day. Group 2 practiced four days a week, 10 throws. Group 1 made 17 per cent progress; group 2 made 26 per cent progress.

405. Lorge, Irving. Influence of regularly interpolated time intervals upon subsequent learning. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1930. 57 p. (Contribution to education, no. 438.)

In a study to ascertain what differences in efficiency result at trials subsequent to each interpolation of a constant time interval in a practice series, the following variables were controlled: duration of practice period; number of practice periods; duration of interpolated time intervals; and the stage at which interpolation was introduced. Types of material practiced were: tracing a star seen in a mirror; code substitution; mirror-reading; memorizing nonsense numbers. Four equated groups of subjects practiced each type of material. Findings: Learning under distribution is more efficient than under massing; each time interval was effective in making for increased achievement; if augmented superiority was not continued, condition was not sufficient to demonstrate that time interval had lost its effectiveness.

406. Lott, Henry C. Content and sequence of first two courses in psychology, and of the principles of teaching. 1930. Michigan state normal college, Ypsilanti.

407. Lowenstein, Norman. What is scientific method. An interpretive study of opinion on the nature of scientific thinking. Master's thesis, 1930. College of the City of New York, New York, N. Y. 63 p. ms.

A study of opinions of well-known philosophers of the past and present relative to the specific nature of scientific method. The author indicates the accredited characteristics of scientific method.

408. Lucas, D. B. and Benson, C. E. The recall values of positive and negative advertising appeals. *Journal of applied psychology*, 14: 218-38, June 1930.

Positive and negative advertisements were compared in two types of recall studies, pure recall and aided recall, with adults and with children. Conclusions: Mature people react about equally to both types of appeals and do not fall into groups favoring one type of appeal or the other. Children of high school age react more effectively to positive appeal advertisements than to negative appeals. The article includes a bibliography for motivated recall.

409. McFarland, Ross A. An experimental study of the relationship between speed and mental ability. *Journal of general psychology*, 3: 67-97, January 1930.

In this study an attempt was made to show the relationship between the rate of response and mental ability as measured by the mental test material. The results of this investigation agree with those of previous investigators who have held that speed of reaction is one of the most important factors in individual differences in ability to react to mental tasks.

410. McGeoch, John A. and Melton, Arthur W. The comparative retention values of maze habits and of nonsense syllables. *Journal of experimental psychology*, 12: 392-414, October 1929.

The problem of this experiment was to compare the retention values of three unlike mazes with those of nonsense syllables given in lists of three different lengths. Twenty-four subjects, 12 men and 12 women, all college sophomores and juniors without previous

experience in learning mazes or nonsense syllables, went through the whole experiment. Under certain conditions the mazes used are the better retained and under certain others the lists excel. There is no basis for the generalization that motor habits are better retained than are memorial materials.

411. **Maller, Julius B.** The effect of signing one's name. *School and society*, 31: 882-84, June 28, 1930.

Children rated each other, once with and then without signing names or rating scales. Findings: The secret ballot was more severe and critical and showed much higher self-rating than ballot with name on it.

412. **Mathews, C. O.** The clinical point of view in education. 1930. Ohio Wesleyan university, Delaware.

The various evidences showing trends toward the clinical point of view and the probable values of these tendencies.

413. ——— Evaluated test items in educational psychology. 1930. Ohio Wesleyan university, Delaware.

414. **Mathiesen, Anna.** Apparent movement in auditory perception. Doctor's thesis, 1929. University of Iowa, Iowa City. 151 p. ms.

415. **Meyer, Henry William.** The effect of position of printed response words upon children's answers to questions in two-response types of tests. Master's thesis, 1930. University of California, Berkeley. 38 p. ms.

A repetition and verification of C. O. Mathews' investigation on the effect of position of printed response words upon children's answers to questions in two-response types of tests. Conclusions: (1) Mathews found that there was a constant tendency for pupils to mark the left response more often than the right; while the author found the tendency slightly favoring the right response words; (2) it was found by the author that the lower was marked more often than the upper, while Mathews found the upper of two alternate responses marked more often; (3) it should be noted that Mathews' investigation involved preference, while the author's were statements of fact.

416. **Monroe, Walter S. and Engelhart, Max D.** Stimulating learning activity. Urbana, University of Illinois, 1930. 58 p. (University of Illinois bulletin, vol. 28, no. 21, September 2, 1930. Bureau of educational research. Bulletin no. 51)

A study of the contributions of educational research to motivation.

417. **Moore, Evelyn B.** A study of scientific attitudes as related to factual knowledge. *School review*, 38: 379-86, May 1930.

Conclusions: That phase of the scientific attitude which is known as the ability to distinguish a valid explanation for a given situation in daily life from explanations less valid is clearly related to a knowledge of scientific facts and principles. One's ability to apply knowledge is not in direct proportion to one's knowledge of facts. Sex differences have little evident effect on the amount of factual knowledge or the ability to apply it; no person is able to apply all the facts he knows.

418. **Nagakura, Kunio.** Mental aspects of school children with special reference to mental range. Master's thesis, 1930. University of Wichita, Wichita, Kans. 95 p. ms.

419. **Nathanson, Yale S.** A "conceptual" basis of habit modification. *Journal of applied psychology*, 13: 469-85, October 1929.

420. **Norem, Grant M.** Data on transfer of training and their interpretation. Doctor's thesis, 1929. University of Iowa, Iowa City. 282 p. ms.

421. **Nystrom, Clarence L.** A study of the relation of extroversion and introversion to success in beginning speech. Master's thesis, 1929. University of Iowa, Iowa City. 94 p. ms.

422. **Ogden, R. M.** The Gestalt-psychology of learning. 1930. Cornell university, Ithaca, N. Y. 13 p. ms.

A criticism of machine-theories of learning, and a defense of the functional concept of Gestalt.

423. Olander, Herbert T. An experimental determination of the degree of transfer between taught and untaught number combinations in simple addition and subtraction. 1930. University of Pittsburgh, Pittsburgh, Pa.
424. Parrott, Hattie S. Plans for educational clinics including the beginners day program. 1930. State department of public instruction, Raleigh, N. C. This study seeks to provide a better beginning for the school children. It is revised annually.
425. Powers, Marion. A study of the casual factors of oral inaccuracy. Master's thesis, 1929. University of Iowa, Iowa City. ms.
426. Rankin, Paul T. Listening ability. In Ohio state educational conference. Proceedings, 1929. p. 172-83. Also in Chicago schools journal, 12: 177-79, 417-20, January, June 1930.
427. Robertson, Mrs. Pearl G. The learning of children of different degrees of brightness. Master's thesis, 1929. University of Texas, Austin. 90 p. ms. Reports study of gain in standard test scores in reading and arithmetic of 457 pupils of grades 4, 5, and 6. Children of higher IQ's in each mental age group made in six months from two to nine months greater gain than children of lower IQ's. Correlations: IQ and gain range from .12 to .31 for children of same mental age.
428. Rodgers, Helen. Self appraisal ability in its relations to mental ability and age. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. University of Pittsburgh bulletin, 27: 365-66, November 1930. (Abstract)
429. Rosenhauer, George K. A study in the psychology of motor learning. Master's thesis, 1930. University of Wisconsin, Madison.
430. Russell, Cathinka. The pedagogical importance of Messendreck's experimental system. Master's thesis, 1930. New York university, New York, N. Y.
431. Sanderson, Sidney. Intention in motor learning. Doctor's thesis, 1930. University of Pennsylvania, Philadelphia. An article with the same title is in the Journal of experimental psychology, 12: 463-89, December 1929. The author presents experimental evidence of the importance of attitude in the field of motor learning.
432. Sauer, Florence M. The relative variability of nonsense syllables and words. Journal of experimental psychology, 13: 235-46, June 1930. Records were secured from 20 subjects, 15 undergraduates from the introductory classes of psychology, and five graduate students of psychology, on five lists each of words and nonsense syllables. Data indicate that words are more variable than syllables. Initial syllables are learned first, final syllables next, while the last syllables to be learned are those coming just beyond the middle of the list. The variability of the individual scores varies directly with the order of learning.
433. Scott, B. Ray. Some suggestions on learning from the point of view of Gestalt psychology. Journal of educational psychology, 21: 361-66, May 1930.
434. Scott, Thurman C. The retention and recognition of patterns in maze learning. Journal of experimental psychology, 13: 164-207, April 1930. The object of this investigation was to determine how well maze patterns are retained by human subjects, to what extent they are recognized when repeated, and to what degree they function even though they are not recognized. Of the 230 subjects used in the experiment, 160 were undergraduates taken about equally from the three upper classes.
435. Shutts, Herman Arthur. Effect of credits on effort. 1930. West Virginia university, Morgantown.
436. Sorenson, Herbert. How to control behavior through school situations. Nation's schools, 5: 53-54, March 1930. This study attempts to ascertain the effect of environmental situations that result from ability grouping within the same school, and the environmental influence of attendance in a different school. Five hundred and thirty-eight junior high school pupils were studied, of whom 237 were investigated after their transfer to other junior high schools and to a senior high school in the same community.

437. Spence, K. W. and Townsend, S. A comparative study of groups of high and low intelligence in learning a maze. *Journal of general psychology*, 3: 113-30, January 1930.

The purpose of this study was to determine whether there is any relation between general intelligence, as indicated by an intelligence test score, and ability in motor learning, as indicated by the learning record on a maze. It is concluded from this study that the factors which make for a high intelligence score also make for a high performance on the maze.

438. Stevens, Homer. Implications in scientific thinking for a theory of learning and habit formation. Master's thesis, 1930. Ohio state university, Columbus. 42 p. ms.

A survey of the trend of thinking in science and the field of educational psychology. Results show little agreement in method.

439. Symonds, Percival M. An analysis of tact. *Journal of educational research*, 21: 241-54, April 1930.

Lists a number of acts which indicate the absence of tact or social adjustment.

440. Travis, Lee Edward and Young, Clarence W. The relation of electromyographically measured reflex times in the patellar and Achilles reflexes to certain physical measurements and to intelligence. *Journal of general psychology*, 3: 374-400, July 1930.

On the basis of reflex-time records from 250 individuals, ranging in ages from four to 35 years, no evidence is found for correlation between reflex time and intelligence.

441. Triplett, Dorothy. The relation between the physical pattern and the reproduction of short temporal intervals; a study in the perception of filled and unfilled time. Doctor's thesis, 1930. University of Iowa, Iowa City. 124 p. ms.

442. Troyer, Maurice E. The influence of intercycle intervals of different length on pursuitmeter learning., Master's thesis, 1930. Ohio state university, Columbus. 100 p. ms.

An experimental study of 40 subjects in five groups with 36 cycles of practice for each subject and rest periods ranging from zero to nine minutes. Findings: Decided advantage in longer rest periods. No predictive value in record of first cycle or intelligence test rating for ultimate success.

443. Van Wageningen, M. J. Reading scales in educational psychology. 1929. Educational test bureau, Minneapolis, Minn.

444. Wallick, Roy G. Determination of levels of difficulty of thought processes. Master's thesis [1930] Temple university, Philadelphia, Pa. 95 p. ms.

445. Watson, Goodwin and Spence, Ralph B. Educational problems for psychological study. New York, The Macmillan company, 1930. 352 p.

Contains a new type of case-study organization for helping students apply their educational psychology, and a bibliography of about 500 titles classified by chapter headings.

446. Webb, Walter W. Massed versus distributed practice in pursuitmeter learning. Master's thesis, 1930. Ohio state university, Columbus. 54 p. ms.

From this study it was found that there is no significant difference in performance as far as the intervals between practice periods are concerned.

447. Weeks, Helen Foss, Pickens, H. D., and Roubesh, R. I. A comparative study of recent texts in psychology, educational psychology, and principles of teaching. *Journal of educational psychology*, 21: 327-40, May 1930.

A survey of the outstanding texts in psychology, educational psychology, and principles of secondary teaching revealed the following facts: (1) there is overlapping of all fields on the selection of topics to the extent of more than 50 per cent; (2) there is great variation in the per cent of space given to the common topics; (3) educational psychology overlaps the other fields more than they overlap each other; and (4) educational psychology lacks the extreme specialisation of the other fields.

448. Weiskotten, T. F. and Ferguson, J. E. A further study of the effects of loss of sleep. *Journal of experimental psychology*, 13: 247-66, June, 1930.

Five subjects were used in this study, three as an experimental group and two as a control group. The experiment was divided into three phases, preinsomnia, insomnia, and postinsomnia. Data indicate that fatigue does not lessen ability, but serves to affect those factors of motivation, interest, initiative, attention, and concentration, which are necessary to the learning process. The outstanding characteristic is increased individual variability and its resultant instability.

449. Whitehorn, John C., Lundholm, Helge, and Gardner, George E. Concerning the alleged correlation of intelligence with knee jerk reflex time. *Journal of experimental psychology*, 13: 293-95, June, 1930.

450. Wild, Monica Bosina. An inquiry into the relation of the emotions to the dance. Master's thesis, 1930. University of Wisconsin, Madison.

451. Willoughby, Raymond B. Incidental learning. *Journal of educational psychology*, 20: 671-82, December, 1929; 21: 12-23, January, 1930.

The subjects of this study were the first 300 individuals tested for a larger study on mental inheritance. Findings: There is a low but significant relationship between ability to recall associations formed incidentally and the amount of practice on such associations. Ability to substitute is highly indicative of general mental ability as measured by this battery; but there is total absence of relationship between general mental ability and ability to recall.

452. Winsor, Andrew Leon. Inhibition and learning. *Psychological review*, 36: 389-401, September, 1929.

A criticism of current laws of learning in the light of recent studies on inhibition.

453. Witty, Paul A. Some results secured in a psycho-educational clinic. *Journal of applied psychology*, 14: 160-77, April, 1930.

The work of graduate students of the University of Kansas who were admitted to the clinic training course of the clinic in educational psychology is reported in this article. Complete records of 458 children sent to the preschool clinic were studied.

See also 570, 1446.

#### CHILD STUDY

\* 454. Barker, Margaret. A technique for studying the social material activities of young children. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1930. 69 p. (Child development monographs. Monograph no. 3.)

An evaluation of the reliability of measures used in a technique for recording observations of spontaneous reactions of children two to three years old to material objects and to people. It is concluded that the technique attempts to record too much; social and material activity should be studied simultaneously, but not by one person.

455. Berne, Esther Van Cleave. An experimental investigation of social behavior patterns in young children. Iowa City, The University, 1930. 93 p. (University of Iowa studies. Studies in child welfare, vol. 4, no. 3, March 15, 1930.)

References: p. 89-93.

"This study comprises a rather comprehensive examination into the social behavior of preschool children. The first part of the monograph is given over to a brief presentation of the rating scale which was devised, together with an account of the results obtained in the laboratories of the [Iowa child welfare research] Station. The scale itself manifests a very satisfactory reliability for devices of this kind, and where the ratings from three or more teachers judging independently are pooled, the findings may be accepted with confidence."—Foreword.

456. ——— An investigation of the wants of seven children. Iowa City, The University, 1930. 61 p. (University of Iowa studies. Studies in child welfare, vol. 4, no. 2, March, 1930.)

The data of the study are records of observation of 540 hours and 22 minutes of behavior of seven children during free play, organized play, lunch, and sleep periods and the reports of five parents on the behavior, likes and dislikes of children in their

homes. Behavior observed in the preschool group fell into: social and nonsocial. Nonsocial behavior seemed to satisfy the wants necessary to the physical maintenance of the children; secondary nonsocial wants were essential to physical and mental development. Social wants were found to be of three types. Results of the study show that behavior falling under one pattern may be motivated by a single want or by different wants acting together, and that one want may motivate behavior classified under many different patterns.

457. Bishop, Elizabeth Louise. Determination of data needed in construction of a course in growth and development of the child. Doctor's thesis, 1930. University of California, Berkeley. 207 p. ms.

Determination of the factual materials, the skills and the techniques connected with interpretation of record-data about school children, which are essential in the training of secondary teachers, and which it is the peculiar function of the course in growth and development of the child to provide. Findings: (1) Definite need for a course dealing objectively with first-hand study of normal children; (2) this course should be a professional, upper-division, integrating course based on a sound knowledge of education and the biological sciences, including psychology; (3) distinct need for definite instruction in interpretation of scholastic, mental ability, health and personal history data found on record cards in the school files; (4) growth and development course should be a practical or laboratory course, of three units, permitting one unit of work of a laboratory type for observation and record use, to supplement the lecture-discussion periods.

458. Brainard, Paul P. The mentality of a child compared with that of apes. Pedagogical seminary and Journal of genetic psychology, 37: 288-93, June 1930.

The subject of this study was a little girl aged two years and seven months at the beginning of the tests which were adaptations of those given to apes by W. Kohler. Other children were used as a check on results or for preliminary testing. Findings: The same emotional stresses are observable in the actions of the apes and children. There is the same general approach to the solution, a vigorous striving for the objective in a direct manner and in accord with old habits.

459. Chase, Lucile. The effect of difficult tasks with young children on their attitude toward other tasks. Doctor's thesis, 1930. University of Iowa, Iowa City. 232 p. ms.

460. Chicago association for child study and parent education. The child's emotions. Chicago, Ill., University of Chicago press, 1930.

In this book 28 distinguished men and women, among them Lasswell, Bronner, Lindeman, and Gruenberg, contribute their newest findings and theories.

461. Courtis, S. A. Maturation units for the measurement of growth. School and society, 30: 683-90, November 16, 1929.

The purpose of this study was to suggest a new system of units for the measurement of growth. The new system has been found to apply, not only to educational measurements, but to all growth data secured under certain defined conditions whatever the biologic field. The author believes that when the ideas, concepts and units which he presents are substantiated and perfected, a new era of precise experimentation and control will dawn for all biological scientists.

462. Crockett, William Bamford. A genetic study of visual acuity differences. Master's thesis, 1929. University of Virginia, Charlottesville.

463. Duffy, Elizabeth. Tensions and emotional factors in reaction. Genetic psychology monographs, 7: 1-79, January 1930.

A study was made with young children as subjects, in a laboratory situation, of certain aspects of emotional excitement. Measures were taken over a period of time, each individual's score was represented by 11 different measures. The subjects were 11 children in the Child Institute of Johns Hopkins University. Their ages ranged, at the beginning of the experiment, from three years five months to five years one month.

464. Elliot, Abigail Adams. Eating habits in relation to personality development of two and three-year old children. Doctor's thesis, 1930. Harvard University, Cambridge, Mass. 241 p. ms.

Thirty-two boys and 37 girls who attended the nursery school of the Nursery training school of Boston, and the Cambridge nursery school were rated in 31 personality traits and judged in four problems of conduct once a month for periods of one to four months.

The rating of the personality traits and judging of the problems were done by three raters. One of the four problems was eating habits. Finicky eaters were studied and compared with nonfinicky eaters. Data indicate that the guidance of a young child's eating habits is probably not only an important nutritional problem but an important personality problem as well, and should be handled as a vital part of a program of the total personality development for each individual child.

465. **Gesell, Arnold L. and Thompson, Helen.** Learning and growth in identical infant twins. An experimental study by the method of co-twin control. Genetic psychology monographs, 6: 5-123, July 1929.

This is a comprehensive study of two girl twins who were observed from early infancy to 18 months of age to determine their developmental correspondence and their developmental divergence, as affected by training confined to one twin.

466. **Gillis, Frederick James.** Consideration of the growth and development of personality in the first 72 months of a child's life, with comparisons drawn for the periods, 12, 36, 56, and 72 months. Doctor's thesis, 1930. Boston college, Boston, Mass. 171 p. ms.

467. **Goodenough, Florence L.** The emotional behavior of young children during mental tests. Journal of juvenile research, 13: 204-219, July 1929.

Data for this study were derived from a total of 1,897 observations of 990 children between the ages of 18 months and six years who were examined at the University of Minnesota Institute of child welfare. Data point to the conclusion that the individual differences in behavior revealed by the ratings are more attributable to differences in training and experience, than to innate tendencies.

468. **Haggerty, Laura C. G.** What a two-and-one-half year-old child said in one day. Pedagogical seminary and Journal of genetic psychology, 37: 75-101, March 1930.

469. **Hall, William Robert.** Creative and child growth opportunities in a traditional school. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 86 p. ms.

470. **Hejinian, Lucea and Hatt, Elsie.** The stem length: recumbent length ratio as an index of body type in young children. Merrill-Palmer school, Detroit, Mich. American journal of physical anthropology, 13: 287-307, July-September 1929.

A study of the  $\frac{SL}{RL}$  ratio of 189 nursery school children during the years from two to five: a further study of the percentile ranks of the ratios of 50 children from two to five years of age, to determine the validity of the ratio as an index of body type at these early ages. It is concluded that within certain limits a child tends to retain the same relative rank in stem length—recumbent length ratio during the preschool years, as compared with his chronological years, and that the ratio is accordingly a valid index of body type during these years.

471. **Herring, John P.** The measurement of liking and disliking. Journal of educational psychology, 21: 159-96, March 1930.

Gives results of ten units of experimental work on liking and disliking, nine completed at the Institute of child welfare research and one at the Ethical culture school in New York City.

472. **Heyman, Kate Selma.** The child in English poetry in relation to the educational and social background of the times from Chaucer to the present. Master's thesis, 1930. College of the City of New York, New York, N. Y. 115 p. ms.

Attitudes toward the child of ten representative poets were analyzed in relation to the viewpoints of the time.

473. **Hooker, Helen Ferris.** A study of the "only" child at school. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. 57 p. ms. University of Pittsburgh bulletin, 27: 295-96, November 1930. (Abstract.)

474. Iowa. University. Iowa child welfare research station. Physical traits of young children: report of measurements of 150 boys and 167 girls from three to six years of age. *American journal of diseases of children*, 38: 541-46 September 1929.

Tables have been prepared of the means, standard deviations, probable errors, and coefficients of variation, in metric units, of 150 boys and 167 girls from three to six years of age.

475. Jackson, C. O. A study of the effects of fear on muscular cooperation. Master's thesis, 1930. University of Illinois, Urbana.

\* 476. Jenkins, Lulu-Marie. A comparative study of motor achievements of children of five, six and seven years of age. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1930. 54 p. (Contributions to education, no. 414)

Three hundred white children enrolled in the public schools of Montclair and Englewood, N. J., were given the motor achievement tests. They were classified according to age: five, six, and seven years. Each age group was equally divided according to sex, there being 50 children in each of the six age-sex groups. Some of the motor achievements which may be expected of five, six, and seven year old children have been shown in this study. Comparisons giving significant likeness and differences between age-sex groups have been pointed out.

477. Jones, H. E. and Jones, M. C. Genetic studies of emotions. Institute of child welfare, University of California, Berkeley. Offprinted from the *Psychological bulletin*, 27: 40-64, January 1930.

A review of recent literature of diary observations, clinical records and psychoanalytic histories.

478. Knight, James. The child guidance clinic with special reference to a local situation. Master's thesis, 1929. University of Texas, Austin. 72 p. ms.

Compilation of material relating to purposes, organization, and operation of a child guidance clinic, and a survey of Austin with reference to a proposed clinic.

479. Lasker, Bruno. Race attitudes in children. New York, Henry Holt and company, 1929. 394 p.

The author analyzes the factors which contribute to the development of attitudes of children toward persons of other races. The study shows that race attitudes are the result of training and environmental influences and are emotional rather than rational experiences.

480. Lord, Elizabeth Evans. A study of the mental development of children with lesion in the central nervous system. *Genetic psychology monographs*, 7: 365-485, May 1930.

A study was made of the mental development of 35 children with bilateral dyskinesia of cerebral origin. It was found that no child who had a developmental quotient indicating mental deficiency had a significantly higher quotient on later examination.

481. McGinnis, Esther. The acquisition and interference of motor habits in young children. *Genetic psychology monographs*, 6: 203-311, September 1929.

An investigation was undertaken to compare the ability of three, four, and five year old children to learn patterns on two kinds of stylus mazes, to study the general form of the learning curve obtained, and to determine the processes involved in maze learning by children.

482. McHale, Kathryn. Preadolescence; its development and adjustments. Washington, D. C., American association of university women, 1930. 66 p.

A pamphlet for the guidance of study groups in preadolescent education. A new syllabus covering the most recent findings on the physical, mental, emotional, moral, social development and adjustments of children primarily from seven to fourteen years.

483. Mathews, C. O. Cross sections of early, middle and late adolescent life. 1930. Ohio Wesleyan university, Delaware.

Data were compiled from a large number of blanks constructed for the purpose of tapping the interests of adolescent boys and girls.

484. Munn, N. L. and Stiening, Beryl. The relative efficacy of form and background in a child's discrimination of visual patterns. 1930. University of Pittsburgh, Pittsburgh, Pa. (Faculty research.)
485. National research council. Child development abstracts and bibliography. Washington, D. C., Committee on child development, National research council. Vol 3, nos. 1-6, 1929; vol. 4, nos. 1-6, 1930, with subject indexes. Abstracts selected from current issues of psychological and medical magazines.
486. Nebeker, Helen B. The relation of the size of the noon meal to the character of the afternoon nap. 1930. Washington child research center, Washington, D. C.
- Twenty children were studied; their food was measured and calculated, and their sleep was measured by a special apparatus. Results were correlated.
487. Olson, Willard C. The measurement of nervous habits in normal children. Minneapolis, University of Minnesota press, 1929. 97 p.
- A study of the nervous habits in 700 children from the nursery school through the eighth grade. A new method for quantifying direct observations of overt behavior is developed. Intensive study is given to the relation of nervous habits to family history, habit formation, nutritional status, fatigue, imitation, intelligence, age, and sex.
488. Payne, Anna Louesa. A study of resistant behavior based on observations of young children. Master's thesis, 1929. Cornell university, Ithaca, N. Y.
489. Portland elementary principals' association. Study group number 2. A study of pupil attitudes. In Portland elementary principals' association. First year book, 1930. pp. 83-89.
- Three questionnaires on pupils' attitudes were submitted to approximately 1,000 seventh and eighth grade pupils in 10 schools. The pupils seemed to show no reluctance in replying to the questions. The study carried over in teacher and pupil reaction, and in a greater attempt on the part of the pupils in general to develop within themselves the qualities which they most admired in others.
490. Rasmus, Bessie Josephine. Speech sound discrimination ability. Master's thesis, 1930. University of Iowa, Iowa City. 64 p. ms.
491. Ray, Wilbert Scott. Emotional responses in children with particular reference to circulatory and respiratory changes. Doctor's thesis, 1930. University of Wisconsin, Madison.
492. Rogers, Carl R. Measuring personality adjustment in children nine to thirteen. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y.
- A paper and pencil test which could be answered by checking, was given to 52 boys and girls referred to the Institute for child guidance covering most of the areas of child life in which maladjustment is apt to occur. From a study of the reactions of these children four diagnostic scores were developed: a personal inferiority score; social maladjustment score; family maladjustment score; daydreaming score. The test was given to children in three grades of a private and a public school. 167 children were used in final determination of norms. Findings: Test is usable either as an individual or as a group test. Test scores gave nearly as accurate a measure of the child's adjustment as a rating made by a clinical expert. High scores picked seriously maladjusted children, while low scores selected fairly normal children. In many cases the test yielded a very accurate picture of the child's personality and attitudes. Test provides a fairly satisfactory method of selecting maladjusted children, and of making a preliminary and tentative diagnosis of factors underlying their difficulties.
493. Rowntree, Jennie Irene. A study of absorption in young children. Doctor's thesis, 1929. University of Iowa, Iowa City.
494. Sanders, Rachael W. A study of children's selection of food and some of the factors influencing it. Master's thesis, 1929. Cornell university, Ithaca, N. Y.

495. Sherman, Mandel. The afternoon sleep of young children. 1930. Washington child, research center, Washington, D. C.

A study of factors influencing sleep; degree of activity; indoor or outdoor play; personality characteristics. Duration and depth of sleep are measured by means of an apparatus attached to the bed and recorded on a kymograph. Findings: Average duration of afternoon sleep is 89 minutes. Length of sleep was decreased by active play in morning. Quiet "introverted" children sleep longer than children with opposite characteristics.

496. Stiening, Beryl Rae. The relative efficacy of pattern and form in the visual discriminations of a young child. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. 41 p. ms. University of Pittsburgh bulletin, 27: 390-91, November 1930. (Abstract.)

497. Thomas, Dorothy Swaine and associates. Some new techniques for studying social behavior. New York city, Teachers college, Columbia university, 1929. 203 p. (Child development monographs, no. 1)

The monograph describes an experimental approach to the study of social behavior in which emphasis is placed upon control of the observer rather than of the situation. The several research projects reported in preliminary form are of three general types: (1) those that are concerned with the recording of recurrent acts of a given individual over a period of time; (2) those in which the recurrence of a specific social situation within the nursery-school situation is recorded; and (3) those in which the psychological test situation is utilized to obtain data on social behavior. The phases of social interaction selected for study were: (1) the spontaneous reactions of young children to material objects and to people; (2) physical contacts; (3) laughter; (4) spontaneous group formation; and (5) overt nonintellectual behavior in the psychological test situation. The research program outlined in this monograph has as its primary aim the development of observational techniques for obtaining reliable quantitative data on social inter-action. The importance of statistics as a tool for evaluating inter-relationships in social behavior is emphasized.

498. Thurstone, L. L. and Jenkins, Richard L. Birth order and intelligence. Journal of educational psychology, 20: 641-51, December 1929.

Data for the study of 1,430 children were based on individual psychological examinations, the records for which are on file at the Institute for juvenile research. Findings: The mean intelligence quotient increases with birth order. The later born children seem to be brighter on the average than their earlier born siblings and the variability of test intelligence seems to increase with order of birth.

499. Urell, Catherine. Some factors associated with the adjustment and maladjustment in 42 adolescent and pre-adolescent children. Master's thesis, 1930. College of the City of New York, New York, N. Y. 151 p. ms.

The factors studied in the interviews conducted included family background, health, educational history, school activity and social preferences, fears, emotional attachments, and the like. The positive findings indicated that the adjusted children were more social, read more and better books, were more healthy, liked studying better, had fewer fears, and made fewer indefinite answers to questions.

500. Vygotski, L. S. The problem of the cultural development of the child. Pedagogical seminary and Journal of genetic psychology, 36: 415-34, September 1929.

501. Washburne, Ruth Wendell. A study of the smiling and laughing of infants in the first year of life. Genetic psychology monographs, 6: 397-537, November, December, 1929.

A study of smiling and laughing behavior patterns as observed at regular intervals in 15 subjects under 52 weeks of age; methods of stimulation; and personality differences revealed by a study of two forms of expressive behavior.

502. Wilson, C. A., Sweeny, M. E. and others. The Merrill-Palmer standards of physical and mental growth. Detroit, Mich., Merrill-Palmer school, 1930. 130 p.

503. Witty, Paul A. and Lehman, Harvey C. Further studies of children's interest in collecting. *Journal of educational psychology*, 21: 112-27, February 1930.

A study was made of the collecting habits of 1,000 children, using a check list of 190 items, in September 1927 and April 1928. In the vicinity of Lawrence, Kans., children of CA 10 appear to make a greater number of collections than do children of any other chronological or mental age.

504. Woodruff, Myra deHaven. A study of methods used by child study group leaders. 1930. National council of parent education, New York, N. Y. 84 p. ms.

A study of methods used by 86 leaders in 22 states, with the addition of one in the District of Columbia and three in Canada.

505. Zalduondo, Celestina. A study of the relation between developmental age and some physical measurements. Master's thesis, 1930. Catholic university of America, Washington, D. C. 33 p. ms.

See also 12, 70, 1801 and under Preschool, kindergarten, and primary education.

#### SEX DIFFERENCES

506. Broom, M. Eustace. Sex differences in mental ability among junior high school pupils. *Journal of applied psychology*, 14: 83-90, February 1930.

Scores made by 600 junior high school boys were compared with those made by 600 junior high school girls in the Terman group test of mental ability. The study supports the hypothesis that boys and girls differ very slightly, if at all, in ability to do school work (mental ability).

507. Denver, Colo. Public schools. Department of research. Sex differences in the intermediate grades relative to achievement in social science. 1930.

A study to determine the extent and influence of sex differences upon social science instruction in grades 5 and 6.

508. Devor, John W. Sex differences with reference to school marks in grades 10, 11, and 12, of the Wichita, Kans., schools. Master's thesis, 1929. University of Kansas, Lawrence. 114 p. ms.

509. Johnston, Marie. Sex differences in tests of muscular skill. Master's thesis, 1929. University of Illinois, Urbana. 40 p. ms.

Findings: Physical education majors among women are more nearly comparable to men in tests of motor skill than are women who have had no physical education training.

510. Lehman, Harvey C. and Witty, Paul A. Sex differences: interest in tasks requiring mechanical ability and motor skill. *Journal of educational psychology*, 21: 239-45, April 1930.

This article presents salient sex differences in participation in certain activities which appear to require manual dexterity and motor skill. Data were gathered from over 5,000 children in four Kansas towns, and treated statistically.

511. Meltzer, H. and Bailor, E. M. Sex differences in knowledge of psychology before and after the first course. *Journal of applied psychology*, 14: 107-21, April 1930.

A group of students in the first course in psychology in a state college on the Pacific Coast were given the same final examination on their first and last appearance in class. Differences were small before the course but substantially in favor of the women of the group after the course.

512. Wagner, Philip O. Standardization of the new feature profile test. Master's thesis, 1930. Ohio state university, Columbus. 20 p. ms.

Tabulation of results obtained from examining 283 school children, 6 to 10 years old. Results show definite age and sex differentiations.

513. Young, Kimball. Sex differences in certain immigrant groups. *Journal of social psychology*, 1: 227-47, May 1930.

The purpose of this study was to survey the sex differences in the various groups, American and immigrant, as shown in tests using the Army Alpha and Beta and the

combined Alpha and Beta, and to survey the sex differences among these various groups as revealed in the individual tests of the two scales, Alpha and Beta. Results of the combined Alpha and Beta showed that with the exception of the Portuguese group, the boys are, on the whole, more variable than the girls but do not equal them in average performance.

See also 314, 615, 2450, 3109.

### PSYCHOLOGICAL TESTS

514. Adams, Henry F. An objectivity-subjectivity ratio for scales of measurement. *Journal of social psychology*, 1: 122-35, February 1930.

Summarizing the results of this study, the author says that a scale may be considered objective when group consistency and self consistency are approximately equal; a scale may be considered to be subjective when self consistency is appreciably higher than group consistency.

515. Allen, Clinton M. Some effects produced in an individual by knowledge of his own intellectual level. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1930. 98 p. (Contributions to education, no. 401.)

A study—survey and experimental—bearing upon the problem of reporting to individuals the scores and quotients they make on standardized intelligence and educational tests. Discloses what practices prevail throughout the United States; what opinions more than 500 school officials and teachers have on the question; and what some of the results of informing and not informing students have been.

516. Anthony, Lowell Herbert. The feasibility, superiority, and advisable frequency of true-false tests in high school instruction. Master's thesis, 1930. Indiana university, Bloomington. 47 p. ms.

517. Babcock, Harriet. An experiment in the measurement of mental deterioration. Doctor's thesis [1930]. Columbia university, New York, N. Y. New York, N. Y., August 1930. 104 p. (Reprinted from *Archives of psychology*, no. 117)

In an attempt to devise a measure of mental deterioration, 30 tests which emphasized speed of response and the fixation phase of memory were used, because these phases of intelligence are noticeably affected in pathological mental conditions. The tests were given to normal adult subjects of mental levels from five to 20, and scoring values were determined, which corresponded fairly closely with the mental ratings of the normal subjects used. The examination was shown to be a valid indication of mental deterioration.

518. Bechtel, Helen W. A cumulative psychological test record card. *Educational method*, 9: 222-26, January 1930.

This is an attempt to provide for a cumulative record of an individual's score on psychological tests, and to gather those facts necessary for the analysis of the results. A tentative form was worked out and tried for one school year in six communities, with 59 teachers and approximately 2,000 children. After incorporating the changes recommended by the teachers, the record blanks were revised and published. A bibliography is included.

519. Beha, Vedide Hakki. Selection of material for a non-language mental test for Turkish children. Master's thesis, 1930. University of Chicago, Chicago, Ill.

520. Broom, M. Eustace. How constant is the IQ yielded by the Otis self-administering test of mental ability? *Journal of educational research*, 22: 53-55, June, 1930.

521. Brown, A. Jean. An enquiry into the standardization of the Kohs' block-design test. *Journal of applied psychology*, 14: 178-81, April 1930.

This article reports a study of the Kohs' block-design test carried out by the writer in the Toronto public schools in 1927-1928. The point which seems of most importance in this investigation is the wide range and consequent marked overlapping at each age level.

522. **Brown, Andrew W.** The change in intelligence quotients in behavior problem children. *Journal of educational psychology*, 21: 341-50, May 1930.

Gives results of a study made of 707 children at the Institute for juvenile research to determine the amount of variation in intelligence quotients in behavior problem children; and to enumerate some of the conditions of large variations.

523. ———. The correlation of non-language tests with each other, with school achievement, and with teachers' judgments of the intelligence of children in a school for the deaf. *Journal of applied psychology*, 14: 371-75, August 1930.

Data for this study were secured from the results of a survey of the Jacksonville school for the deaf, Jacksonville, Ill. Three hundred ninety children were given individual and group non-verbal mental tests and a battery of educational tests. One hundred children above grade five, ranging in age from 14 to 25 years, were tested with non-language tests. Data indicate a close correspondence between the non-verbal tests. There is practically no relation between general intelligence and the type of response measured by these tests.

524. **Buchanan, William D.** Retest of the personality traits of a group of grade six children. *Journal of educational psychology*, 21: 70-73, January 1930.

A group of 30 children at the Dozier school, St. Louis, were retested with the Downey group test. Data from the retest indicate that the Downey group test is not well suited for use with young grade six children.

525. **Carroll, Herbert A. and Hollingworth, Leta S.** The systematic error of Herring-Binet in rating of gifted children. *Journal of educational psychology*, 21: 1-11, January 1930.

The authors have shown in this study, that the Herring-Binet test cannot be used as an alternate form of the Stanford-Binet test with exceptionally bright children. From the data examined in the study of 80 gifted children who were tested by both tests, whose validity was checked on an experimental group of school children, the authors conclude: that the Herring-Binet may not be properly used as an alternate form of the Stanford-Binet; that the Herring-Binet is the less valid of the two instruments; and that the two instruments are equally reliable.

526. **Cattell, Psyche.** Comparability of IQ's obtained from different tests at different IQ levels. *School and society*, 31: 437-42, March 29, 1930.

The records of 832 children who had been given two or more Stanford-Binet tests and whose group test records were nearly complete were selected from the files of the Harvard growth study. The children were given eight tests and their grades were studied statistically. The study is a warning against the use of medians and reliability coefficients as a sole basis for judging the reliability of a test and against the errors that may result from using the IQ's obtained from different tests or at different ages as equivalents. The study does not reflect on the value of tests as an aid in ranking pupils for purposes of promotion, ability grouping, etc., when the same test or tests are given to all pupils.

527. ———. IQ's and the Otis' measure of brightness. *Journal of educational research*, 22: 31-35, June 1930.

528. ——— and **Gaudet, Frederick J.** The inconstancy of the IQ as measured by repeated group tests. *Journal of educational research*, 21: 21-28, January 1930.

529. **Chauncey, Marlin R.** The relation of the home factor to achievement and intelligence test scores. *Journal of educational research*, 20: 88-90, September 1929.

Gives the results of measurements given to 243 pupils of grades 8-9. The Stanford achievement test, multimental scale, chronological age and Sims score card were used.

530. **Clark, Edward L.** (Portland, Oregon). The predictive value of the psychological examination prepared by the American council on education in the College of engineering scholastic tests. [1930]

The general conclusions from the studies are as follows: First, the students making the highest gross scores in the psychological tests are not necessarily students who secure the

highest grades in the courses (this is no doubt explained largely by improper motivation or by inaptitude for engineering courses); second, the scores in the psychological test do have predictive value with reference to the lowest quartile; and third, these students apparently are not able to do successful engineering college work except as this low score is due to language difficulty in case of foreign-born Europeans.

531. Cole, Robert D. A conversion scale for comparing scores on three secondary school intelligence tests. *Journal of educational research*, 20: 190-98, October 1929.

Six thousand five hundred fifty scores of boys from 13 to 19 years of age were the basis for this scale for comparing scores on Terman, Otis advanced, and Otis self-administering tests.

532. Conrad, Herbert S. The adjustment of frequency distributions. *Journal of educational psychology*, 21: 386-87, May 1930.

533. Cox, John F. Rearrangement of Binet tests for adults. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. 60 p.

534. Coxe, Warren W. and Orleans, J. S. Procedure in analyzing prognosis tests. *Journal of educational research*, 22: 36-43, June 1930.

535. Cuff, Noel B. Is the IQ constant? *Peabody journal of education*, 8: 32-34, July 1930.

Data for this study were gathered in the training school of Eastern Kentucky state teachers college involving 144 tests of children in the first grade. The Herring revision of the Binet-Simon tests were used. Findings: The children cluster in the neighborhood of the average. There were some shifts from the dull to the average level and from the average to the superior for the second test.

536. Cureton, Edward E. and Dunlap, Jack W. Note on the testing of departure from normality. *Journal of applied psychology*, 14: 91-94, February 1930.

The authors describe a method of measuring deviations from a normal distribution which has been proposed by R. A. Fisher.

537. Davis, Thomas Royal. The prognostic value of certain tests for predicting the success of high school freshmen. Master's thesis, 1930. University of Chicago, Chicago, Ill.

538. Dearborn, Walter F. and Cattell, Psyche. The intelligence and achievement of private school pupils. *Journal of educational psychology*, 21: 197-211, March 1930.

This study of the intelligence and school achievement of private school pupils is based on the chronological age, grade status, and intelligence test results of 1,295 pupils from 12 schools and the achievement test results from three schools, about 300 pupils.

539. Dunlap, Jack W. On the technique of establishing the "goodness" of an intelligence test. *Journal of educational research*, 20: 367-72, December 1929.

540. ———, De Mello, Adrian and Cureton, Edward E. The effects of different directions and scoring methods on the reliability of a true-false test. *School and society*, 30: 378-82, September 14, 1929.

A 48 item standardized test designed to measure reading comprehension was given to 79 second year students of the Territorial normal school, Honolulu. The students were divided into three groups, and each group was given the test three times in immediate succession, each time with a different set of directions. A new type of directions has been devised for true-false tests which seems to give a better reliability than directions to guess. The authors believe that the new directions, under classroom conditions, will result in a higher reliability than other directions, and have the added advantage that they may be scored number-right.

541. Edgerton, Harold A. Measuring the validity of predicted scores. *Journal of educational psychology*, 21: 388-91, May 1930.

542. **Fay, Paul J.** Measuring synthesis. Educational research bulletin (Ohio state university), 8: 388-91, November 20, 1929.

Contains a new type of test item to test the ability to grasp a given question as a whole, rather than of the ability to recognize a single element. The test was given to 51 students in a university class in history of education.

543. **Finch, Frank H.** Evaluating test items. Master's thesis, 1930. Washington university, St. Louis, Mo.

544. **Foran, T. G.** A supplementary review of the constancy of the intelligence quotient. Washington, D. C., Catholic education press, 1929. 42 p. (Catholic university of America. Educational research bulletins, vol. 4, no. 9, November 1929).

References: p. 38-42.

545. **Forlano, George.** Item validity analysis of the ninth year level of the Stanford-Binet tests. Master's thesis, 1930. College of the City of New York, New York, N. Y. 15 p. ms.

Determination of correlation between passing each test and mental age, chronological age, and educational progress to find the likely influence of environmental factors upon each test. Findings: (1) There is a fairly high correlation between each test and score on the entire examination; (2) the tests are arranged according to their dependence upon the factors measured.

546. **Freeman, F. S.** Intelligence tests and the nature-nurture controversy. Cornell university, Ithaca, N. Y. School and society, 30: 830-36, December 21, 1929.

A critical discussion of experimental results.

547. **Garrett, Henry E.** A study of the *Card* intelligence examination. Journal of educational research, 21: 103-108, February 1930.

548. **Goodman, A. K.** The relationship of intelligence and achievement test scores to mortality and scholastic ratings: a continuation of a study of 559 freshmen at Colorado state teachers college. Second annual report, 1929. Colorado state teachers college, Greeley, Colo. 46 p.

549. ——— The relationship of intelligence and classification test scores to mortality and scholastic ratings: a continuation study of 438 freshmen of the class of 1932 at Colorado state teachers college. 1929. Colorado state teachers college, Greeley. 37 p. ms.

Conclusions: (1) The number of students falling to complete the first three quarters of their college work was 109, or 24.9 per cent. of the 438 that matriculated. Approximately one out of four became a mortality case; (2) of the 109 mortality cases, 37.64 per cent were in the lowest fifth, and 21.5 per cent in the highest fifth of intelligence. No satisfactory explanation can be made for this condition due to lack of data; (3) the largest mortality occurred for the winter quarter. Sixty-two individuals, or 14.2 per cent, of the number carrying work for the winter quarter were lost; etc.

550. **Gorham, Donald R. and Brotemarkle, R. A.** Challenging three standardized emotional tests for validity and employability. Journal of applied psychology, 13: 554-88, December 1929.

Data were secured from 10 men and 10 women members of a seminar class at Eastern university. The data were treated statistically. The statistical method of comparison of averages and total scores is not ample as a check on the validity of the tests examined. In the hands of an experienced clinician, the scores from the tests examined serve as a basis for reasonably accurate and valuable analysis.

551. **Groves, John W.** Distribution of students by aptitude test and academic success. 1930. Fresno state college, Fresno, Calif. ms.

A study to find the basis of expectancy of entering students tested by "Council of education intelligence test" as to scholarship. Findings: Little chance in lower half of test.

552. Haggerty-Olson-Wickman behavior rating schedules. Yonkers-on-Hudson, N. Y., World book company, 1930. Manual, 11 p.; Scales, 6 p.

Manual of directions with norms for the use of scales designed for the study of behavior problems and problem tendencies in children.

553. Hathaway, Starke B. A comparative study of psychogalvanic and association time measures. *Journal of applied psychology*, 13: 632-46, December 1929.

A description is given of a new psychogalvanic apparatus. Experiments with the improved apparatus show that it is capable of measuring more readily and clearly some of the aspects of affective behavior.

554. Hathaway, Virginia B. Intercorrelations of tests for scientific aptitude, social and general intelligence with scholarship. Master's thesis, 1930. Ohio state university, Columbus. 22 p. ms.

Two hundred forty subjects were given three tests. Scholarships were computed, correlations determined. Findings: Social and general intelligence tests seem to measure significantly similar traits. Social test predicts scholarship almost as well as general intelligence test. For girls the best prognosis for scholarship seems to be a combination of the tests here used. For boys the general intelligence test alone predicts nearly as well as the combination. No correlations are high enough to warrant adding the scientific aptitude and social intelligence tests to the testing programs for admission requirements. For individual guidance programs these tests would be of considerable value.

555. Hirsch, Nathaniel D. An experimental study upon 300 school children over a six-year period. *Genetic psychology monographs*, 7: 487-549, June 1930.

An experiment undertaken in Nashville public schools which involved the testing and retesting by mental tests of more than 300 school children.

556. Hirschstein, Bertha. Evaluation of test items. Master's thesis, 1930. Washington university, St. Louis, Mo.

557. Hoff, Arthur. Test for scientific attitude. Master's thesis, 1930. University of Iowa, Iowa City. 156 p. ms.

558. Hunt, Faith Amelia. Prognostic value of intelligence tests. Master's thesis, 1930. University of South Dakota, Vermillion. 67 p. ms.

559. Hurlock, Elizabeth B. The suggestibility of children. *Journal of genetic psychology*, 37: 59-74, March, 1930.

A study was made of 404 boys and girls who attended public school no. 5, Manhattan, New York City. One hundred ninety-four of the children were white and 210 colored. The national intelligence test, Form A, and the Otis group test of suggestibility for children, were used in the study. The results indicate that approximately two-thirds of the suggestions given were resisted by the children, and that they are better able to resist suggestion than is generally believed. The difference in suggestibility between sexes and races are so slight as to be almost negligible.

560. Johnson, Timothy Augustin. Errors in intelligence test scoring. Master's thesis, 1929. Teachers college, Columbia university, New York, N. Y. 33 p. ms.

561. Jones, Alfred H. The prognostic value of the low range Army alpha scores. *Journal of educational psychology*, 20: 539-41, October 1929.

The 40 students who made scores of less than 100 in the Alpha test given in Teachers college, University of California, Los Angeles, in September 1926, were studied. Data indicate that students with Alpha scores of less than 100 should be taken under advisement prior to matriculation.

562. Jones, Charles H. Reliability of group intelligence tests administered to children from foreign language homes. Master's thesis [1930]. New York state college for teachers, Albany.

Plintner-Cunningham test was used with two groups from English and Italian speaking homes. Significant differences in average scores and IQ's were found.

563. Kuhlmann, F. Effect of degree of difficulty on operation of intelligence tests. *Journal of juvenile research*, 14: 8-21, January 1930.

Findings: Any given test battery works best at a certain age level, above which raw scores tend to become the same for dull and bright children. This is associated with greater variability in mental age at the higher age level and greater unreliability of mental age scores. The Pearson formula for determining correlation is inadequate for measuring reliability and often gives a high  $r$  because tests are poor and too easy for subjects tested.

564. Langlie, T. A. What is measured by the Iowa "aptitude" tests? *Journal of applied psychology*, 13: 589-91, December 1929.

Data indicate that aptitude tests measure "training" to some extent.

565. Langwith, J. E. The value of the intelligence test as an indication of a pupil's probable success in future school work. Master's thesis, 1929. Southern Methodist university, Dallas, Texas. 67 p. ms.

A study of the progress of two groups of first-grade pupils for periods of four and five years. Findings: High correlation between IQ and scholastic progress; six-year old pupil with IQ of 100 or more can do satisfactory work in the first grade as now organized in Texas.

566. Lantz, Beatrice. Quartile interpretations of test results (intelligence and educational tests), 1930. Public schools, Ventura, Calif. 12 p. ms. (Diagrams)

567. Lauer, Alvhh R. An empirical study of the effects of grouping data in calculation of R by the Pearson products moment method. *Journal of applied psychology*, 14: 182-89, April 1930.

568. L'Ecuyere, Eva. A study of the influence on a pupil's point score of announcing an intelligence test. Master's thesis, 1930. New York university, New York, N. Y. 83 p. ms.

569. Lefever, David Welty. The prognostic values of certain groupings of the test elements of the Thorndike intelligence examination for high-school graduates. Los Angeles, University of Southern California press, 1930. 116 p. (University of Southern California studies. Education series, no. 9)

The data on which this study was based were limited to the group of freshmen entering the University of Southern California at the beginning of the fall semester of 1926.

570. Lehman, Harvey C. The oral versus the mimeographed true-false. *School and society*, 30: 470-72, October 5, 1929.

During the spring of 1929 the author presented 85 true-false statements, first orally and then again in mimeographed form to his classes in educational psychology. Both modes of presentation had to be completed within approximately 50 minutes. Two sets of data were assembled for nine classes in educational psychology. In this study the oral presentation was found to be fully as efficient as the mimeographed presentation.

571. Lewerenz, A. S. Orientation test. 1930. Public schools, Los Angeles, Calif.

572. Libby, Philip Allan. The significance of certain groupings of the test elements of the Thorndike intelligence examination for high school graduates as a basis for the prognosis of college success. Master's thesis, 1929. University of Southern California, Los Angeles. 149 p. ms. National education association, Department of secondary school principals bulletin, 34: 90-91, January 1931. (Abstract)

The purpose of this study was to determine what relationships exist between total scores and certain groupings of the test elements of the Thorndike intelligence examination for high school graduates, and first semester grades, in 20 of the most popular courses open to freshmen at the University of Southern California. Data obtained from the test scores and first semester grades of 745 freshmen entering the university in the fall of 1927 indicate that test groupings are better than the total test scores in all but three of the 20 subjects considered in the study as a basis for the prognosis of success.

573. **Limmer, Andrew Madison.** The development of the scientific testing movement in America. Master's thesis, 1930. University of Texas, Austin.

574. **Lindquist, E. F.** Standard response error in a measure of improvement. *Journal of educational psychology*, 21: 229-30, March 1930.

575. **McAnulty, Ellen A.** History of association tests, types, uses and statistical methods of handling. 1930. Public schools, Los Angeles, Calif.

576. **McGeoch, John A. and Bunch, Marion E.** Scores in the Pressey X-O tests of emotions as influenced by courses in psychology. *Journal of applied psychology*, 14: 150-59, April 1930.

Pressey X-O tests, form A, were given to four sections of sophomores in the second semester of general psychology. The groups were subjected to different conditions, and retested. Data indicate that the teaching of the topics described in the article has a distinct influence on the effective organization of the students as represented in their Pressey scores.

577. **McPhee, E. D. and Brown, A. J.** An inquiry into the standardization of the Ferguson form boards. *Journal of educational psychology*, 21: 24-36, January 1930.

The Ferguson form board series was given to 134 pupils picked as random sample of children aged eight to 12 years, inclusive, in Toronto public schools. Conclusions: The Ferguson form board series tests some functions with a high degree of reliability, but these functions do not develop regularly with chronological age development.

578. **Mason, Charles W.** The possibilities of an objective executive aptitude test. Master's thesis, 1930. University of Buffalo, Buffalo, N. Y. 65 p. ms.

The purpose of this study was to try to discover what measurable characteristics all executives have in common as opposed to non-executives, a rating scheme and various objective tests being devised for the purpose. The results confirmed earlier findings in that selection of sales and technical types were easily distinguished, but the tests failed to select men rated by others as of the executive type. Indications were found that executives combine the qualities of the sales and technical types.

579. **May, Walter M.** Results of tests in intelligence, civics and arithmetic in 1929, and a study of the graduates of 1928, 1929. State board of education, Concord, N. H. 12 p. ms.

State-wide tests were given to members of grade 12 in all the approved four-year and six-year high schools in New Hampshire. The writer concludes that greater emphasis should be placed upon education in high schools as "a process of conserving and cultivating human capacities and talents in all their variety and richness." The intelligence test scores for the members of the class of 1928 entering other institutions or employment indicate that among this group there is much good material capable of profiting by further training.

580. ——— Results of tests in intelligence, silent reading and English forms. 1930. State board of education, Concord, N. H. 10 p. ms.

581. **Miller, Earl.** A comparative study of 10 group intelligence tests on the high school level. Doctor's thesis, 1930. University of Wisconsin, Madison. 115 p. ms.

A study of the comparative reliability and validity of 10 group intelligence tests given to 150 seventh grade pupils.

582. **Nelson, Mrs. Janet Fowler.** Personality and intelligence. A study of responses, other than intellectual, noted in a simple mental test situation. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1931. 62 p. (Child development monographs, no. 4.)

Study was based on records obtained during psychological examination of 91 children, living in a suburban community, examined within three months of their third birthday. Behavior responses selected for study were: resistance, persistence, gross amount of spontaneous conversation, spontaneous activity, spontaneously repeating or demanding other test material, and the spontaneous use of test materials for purposes other than indicated at a given moment. Reliability of recording these responses was found to be uniformly

very high. Behavior responses studied show slight relationship to mental test situation with exception of resistance and spontaneous conversation. Sex differences were negligible. Interrelationships of various factors were for the most part negligible. The study showed that measures of the various traits definitely discriminate among the children and the measure of these traits is reliable.

583. Nesmith, Robert W. Scoring the continuity test. *School review*, 37: 764-66, December 1929.

The author thinks that continuity tests are of such value that it seems worth while to center attention on efforts to discover a proper means of scoring them. Comments on the scoring of continuity tests, by Howard E. Wilson, in *School review*, 38: 115-23, February 1930; by D. A. Worcester, in *School review*, 38: 462-66, June 1930.

584. Odom, Charles Leonard. A study of the mental growth curve with special reference to the results of group intelligence tests. *Journal of educational psychology*, 20: 401-16, September 1929.

In the present study the following tests were investigated: Dearborn scale, series I and II; Otis group scale, primary and advanced; Illinois group intelligence scale; and the National Intelligence scale A. Data are compiled from tests given children in Massachusetts towns, Chicago and Bloomington, Ill., and in several other communities. Data indicate that the mental growth curve is generally negatively accelerated when plotted from the results of group intelligence tests.

585. Pintner, R. Intelligence tests. *Psychological bulletin*, 26: 381-96, July 1929.

A summary of the work in intelligence testing published during the previous year, together with a bibliography of 125 titles.

586. ——— Intelligence tests. *Psychological bulletin*, 27: 431-57, June 1930.

A summary of the work in intelligence testing published during the past year together with a bibliography of 180 titles.

587. Pollock, Annabelle. Study of modified form of the matching test. Master's thesis, 1930. University of Iowa, Iowa City. 54 p. ms.

588. Powers, Nellie Eva. Measurement of intelligence of school children at work. Doctor's thesis, 1930. Boston university, Boston, Mass. ms.

589. Reilly, Sister M. Visitation. Visual perception in reading and spelling: a statistical analysis. Doctor's thesis, 1929. Catholic university of America, Washington, D. C. Washington, D. C., Catholic education press, 1929. 48 p.

A study of measures of different varieties of visual perception and an evaluation of the significance of these abilities in reading and spelling.

590. Reinhart, Sister M. Mirian. A test for the measurement of judgment in the grammar grades. Master's thesis, 1929. Catholic university of America, Washington, D. C. 42 p. ms.

591. Riordan, Sister Mary Cecile. A study of the responses to Part II of the Otis classification by eighth grade pupils of different mental age trends. Master's thesis, 1929. University of Nebraska, Lincoln. 127 p. ms.

A study to ascertain if the type of question in the Otis classification test is differentiating factor between varied mental age levels and the sexes. Findings: Many individual items of the test do not differentiate mental age levels. Several are answered correctly by so many or so few as not to constitute a test. Different "intellectual functions" are unequally measured by the test.

592. Borstad, Bertha Eline. A study of varied types of matching tests. Master's thesis, 1929. University of Colorado, Boulder. 33 p. ms.

A study of five tests; the best method of scoring of five different methods and reliability of each method. Findings: One point for each answer without regard for order has highest reliability—.86. Most difficult type of multiple response test is one requiring answers in order of importance.

593. Bunnels, Ross Owen. The comparability of mental ages as measured by group intelligence tests. Doctor's thesis, 1930. New York university, New York, N. Y.

594. Sangren, Paul V. Comparative validity of primary intelligence tests. *Journal of applied psychology*, 13: 304-412, August 1929.

Individual and group intelligence tests were given to four groups of first-grade children of the training schools of Western state teachers college, Kalamazoo, Mich. One of the most significant findings of the study is that judgment of the validity of a test in terms of any single criterion is unsafe, that a test may be highly valid in one respect, but quite the reverse in another, and that the validity of an intelligence test is always a matter of degree.

595. ——— Information tests for young children. 1930. Western state teachers college, Kalamazoo, Mich. Yonkers, N. Y., World book company, 1930. 32 p.

Construction of series of tests to measure mental level and information background of children three to eight years old.

596. Santa Monica, Calif. City schools. Department of research. Intelligence survey, 1-B. September 1929; February 1930. 4 p. ms., each.

The Detroit first-grade intelligence test was given at the beginning of the year to all entering first-grade pupils. The total number tested was 253. Distributions were made showing the score, chronological age, mental age, and the intelligence quotient. According to the results of this test, first-grade pupils in Santa Monica may be classified as normal, as shown by a median IQ of 109.9.

597. ——— National intelligence test survey, 4-B. October 1929; February 1930. 4 p. ms., each.

The National intelligence test was given at the beginning of the school year to all pupils of the 4-B grade. The total number tested was 242. Distributions were made showing the score, chronological age, mental age, and the intelligence quotient. According to the results of this test, 4-B children may be classified as normal, as shown by a median IQ of 100.2.

598. ——— Intelligence survey of grades 1-B and 4-B. 1930. 6 p. ms. (Report no. 2)

The mental survey includes intelligence tests of pupils from grade 1-B and 4-B. Five hundred thirty-nine pupils were tested and scored by members of the research staff. The results of the group tests show that in grades 1-B and 4-B Santa Monica stands well up to the expected average in intelligence.

599. ——— Manual for the use and interpretation of tests. Santa Monica, Calif., City schools, 1929. 29 p.

The manual deals with the annual preliminary surveys; types of tests used; schedule of tests; information for principals; instructions to research assistants; instructions to teachers; interpretation of test results; glossary of terms; norms for tests; and reference books on measurement.

600. Schutte, T. H. Students' estimates of their ability and achievement. *Journal of educational research*, 20: 394-96, December 1929.

Compares: (1) the students' estimates of their mental ability with the ranking revealed by the Otis self-administering tests of mental ability; and (2) students' estimates of their scholastic achievement with the semester marks awarded by the teacher.

601. Scudder, Charles Roland. A critical study of standardized mechanical aptitude tests. Master's thesis, 1930. University of Southern California, Los Angeles. ms.

602. Senour, Alfred C. Is a non-language mental test necessary for indexing pupil intelligence? 1929. Public schools, East Chicago, Ind. 2 p. ms.

603. ——— Necessity for the use of a nonlanguage mental test in group intelligence testing. 1929. Public schools, East Chicago, Ind. 9 p. ms.

Correlation of IQ's and mental indices of 453 pupils in grade 4-B using Haggerty intelligence test, Delta 2, and Pintner non-language mental test. Findings: It is desirable to use a non-language test in a foreign-language community because the other does an injustice to pupils from foreign-language homes.

604. **Senour, Alfred C.** The validity of the Detroit first grade intelligence test as a medium for classification of pupils in a multiple-track organization. 1930. Public schools, East Chicago, Ind. 12 p. ms.

Test was checked with Detroit advanced first grade test one-half year later and with Pintner-Cunningham primary test one year later. Detroit first grade test was fairly satisfactory instrument for measuring intelligence of 1-B pupils. It is serviceable for classification purposes.

605. **Shouse, J. B.** Comparative results of different methods of scoring test papers. *Peabody journal of education*, 7: 201-207, January 1930.

The count-of-total performance; cumulative or summation; value-of-total performance; and the value-of-most-difficult-exercise methods of scoring test papers were compared and studied. The cumulative or summation method is in most common use. Data indicate that the various scoring schemes are capable of being reduced to the cumulative form.

606. **Smith, Rufus Albert.** An attempt to measure scientific attitudes. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 60 p. ms.

607. **Steckel, Minnie L.** The restandardization of IQ's of different tests. *Journal of educational psychology*, 21: 278-83, April 1930.

The article purposes to show that the IQ's of several well-known tests are not directly comparable, and to present a method by which they may be equated so that a direct comparison is possible. The records of 10,779 children in grades 1-12 in the public schools of Sioux City, Iowa, were studied.

608. **Stoke, Stuart M. and Lehman, Harvey C.** Intelligence test scores of social and occupational groups. *School and society*, 21: 372-77, March 15, 1930.

Data indicate that intelligence test scores correlate rather loosely with social and economic status; great majority of superior children and the great majority of gifted children come from the non-professional classes; in the United States the great majority of gifted children come from families that receive rather modest incomes.

609. **Sullivan, Elizabeth T.** The mental development of 33 10-year old children. *Journal of juvenile research*, 14: 27-33, January 1930.

This study presents the results secured on the Stanford revision of the Binet-Simon tests by 33 10-year-old children, 20 boys and 13 girls. The results obtained show marked individual differences with respect to the degree of maturity in the several phases of their mentality.

610. **Symonds, Percival M.** Choice of items for a test on the basis of difficulty. *Journal of educational psychology*, 20: 481-93, October 1929.

The author lays down rules that can guide test makers in the selection of items for a test on the basis of difficulty.

611. **Tendler, A. D.** A preliminary report on a test for emotional insight. *Journal of applied psychology*, 14: 122-36, April 1930.

Data for this article were secured from emotional insight test blanks of 250 college girls, who had also been given a form of the Woodworth personal data blank. Clinically the instrument has been found to be of value as a device for eliciting attitudes, trends, and significant clues to be followed up by further questioning. The test does not suggest a pathological turn so it does not evoke an antagonistic attitude on the part of the subject.

612. **Thomson, Mrs. Helen G.** A study of the significance of Thorndike test results at the University of Hawaii. Master's thesis, 1930. University of Hawaii, Honolulu. 72 p. ms.

613. **Thurstone, L. L. and Ackerson, Luton.** The mental growth curve for Binet tests. *Journal of educational psychology*, 20: 569-83, November 1929.

The author purposes to apply the method of absolute scaling to a comprehensive set of data over a wide age range so as to draw a mental growth curve with an absolute unit of measurement and to investigate its shape. The mental ages of 4,208 white children, ranging in age from three to 17 years, were used as a basis for the study.

614. **Vincenty, Néstor I.** International intelligence test (experimental edition). Department of education, Santurce, Porto Rico. 48 p.

Preliminary norms available for experimental edition.

615. **Walston, Amelia W.** Analysis of marks and intelligence scores of 408 pupils. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 110 p. ms.

A study of 408 high school pupils under 19 teachers in Jefferson county high school, Tarrant, Ala. Findings: Low correlation between IQ and achievement scores. Boys excel in IQ scores and girls in achievement.

616. **Watt, Reginald R. G.** A comparison of the old and new series of the Thorndike intelligence examination. Master's thesis, 1930. University of Southern California, Los Angeles. ms.

617. **Weber, C. O.** An attempt to establish levels of emotional age with adult subjects. 1930. Wells college, Aurora, N. Y.

An attempt to construct a test of emotional traits that, like an intelligence test, would yield levels of maturity. Although fairly reliable emotional age levels were established in 1929 with school children (ages eight to 17), such levels for college men and women have not been established.

618. **Whitman, Roswell H.** A short scale for measuring introversion-extroversion. *Journal of applied psychology*, 13: 499-504, October 1929.

A short rating scale, diagnostic of introversion-extroversion, was devised based on the Colgate personal inventory, form C-2.

619. **Witherspoon, Helen A.** The picture element in the mare and foal test. Master's thesis, 1929. Ohio state university, Columbus. 30 p. ms.

Comparison of actual Pintner's modification of mare and foal test and form of this, omitting the picture. Given to children 10-14 years old. Findings: Picture has little to do with performance, test is form board and not true picture test; upper limit of usefulness of test is reached at 14.

620. **Wood, Charles L.** Correlation of true-false test with Otis general intelligence test. [1929?] Upper Darby high school, Upper Darby, Pa. 30 p. ms.

621. ——— Investigation of reliability of true-false tests. [1929?] Upper Darby high school, Upper Darby, Pa. 25 p. ms.

622. **Worlton, J. T.** Sigma index score as a standard measuring unit. *Elementary school journal*, 30: 354-62, January 1930.

The sigma index score is a modification of the standard score. It has been used in the Salt Lake City schools since 1924. The author says it has certain advantages which make it invaluable in the evaluation of the measurable outcomes of instruction.

623. **Yepsen, Lloyd N.** Measuring social adaptation. *Journal of juvenile research*, 12: 254-60, September-December 1929.

Gives the results of several of the most recent studies using the Behavior score card.

See also 339, 357, 411, 413, 415, 442-443, 451, 458, 467, 498, 506, 513, 720-721, 1797, 1817, 1989, 2232, 2328, 2436, 2461, 2465, 2470, 2483-2484, 2486, 2493, 2512, 2514-2515, 2521, 2527, 2542, 2544, 2554, 2878, 3013, 3136, 4305, 4386.

#### CORRELATION STUDIES

624. **Brewer, John M.** Correlations among certain measures of student ability. *Journal of educational psychology*, 21: 319-26, May 1930.

625. **Crossley, Elizabeth.** The most efficient method for computing regression coefficients. Master's thesis, 1930. Pennsylvania state college, State College, Pa. 49 p. ms.

Sets up work sheets for computing regression coefficients by the Doolittle method and also by a new "Completed determinants method." Both these methods were found far more economical than the customary ones. These work sheets will make the regression equation technique available to practically anybody who can compute simple correlations and at a small fraction of the time hitherto required.

626. **Cureton, Edward E.** Computation of correlation coefficients. *Journal of educational psychology*, 20: 588-601, November 1929.

A method has been devised which by the omission of the scattergram and the use of a calculating machine materially shortens the time required to compute and check a correlation coefficient and its attendant means and standard deviations.

627. **Cureton, Edward E. and Dunlap, Jack W.** A monograph for estimating the reliability of a test in one range of talent when its reliability is known in another range. *Journal of educational psychology*, 20: 537-38, October 1929.

628. ——— Spearman's correction for attenuation and its probable error. *American journal of psychology*, 42: 235-45, April 1930.

629. **Douglass, Harl B.** A note on the correctness of certain error formulas. University of Minnesota, Minneapolis. *Journal of educational psychology*, 20: 434-37, September 1929.

The mathematical correctness of the Shen and the Holzenger-Clayton formulas for the probable error of Spearman-Brown estimates of coefficients of correlation. Findings: The Holzenger-Clayton formula is based upon an incorrect derivation and by necessity yields value less accurate than the Shen formula.

630. **Dunlap, Hilda Frosh.** An empirical determination of certain assumptions underlying educational statistics. Master's thesis, 1930. University of Hawaii, Honolulu. 52 p. ms.

Experimental study of validity of assumptions underlying formulae for the mean, the standard deviation, standard error, correlation coefficient, etc.

631. **Dunlap, Jack W. and Cureton, Edward E.** The correlation corrected for attenuation in one variable and its standard error. *American journal of psychology*, 14: 296-302, June 1930.

632. ——— Notes on the standard error of reliability coefficient estimated from the coefficient for a different range of talent. *Journal of educational psychology*, 20: 705-706, December 1929.

633. **Edgerton, Harold A.** A table for finding the probable error of  $R$  obtained by use of the Spearman-Brown formula ( $n=2$ ). *Journal of applied psychology*, 14: 296-302, June 1930.

634. **Huffaker, C. L.** Predictive significance of the correlation coefficient. *Journal of educational research*, 21: 46-48, January 1930.

635. **May, Mark A.** A method for correcting coefficients of correlations for heterogeneity in the data. *Journal of educational psychology*, 20: 417-23, September 1929.

636. **Mendenhall, R. M. and Warren, Richard.** Computing statistical coefficients from punched cards. *Journal of educational psychology*, 21: 53-62, January 1930.

The purpose of this article is to give the mathematical aspects of this correlation method, and to indicate the extensions necessary in calculating higher moments and product moments.

637. **Mendenhall-Warren-Hollerith correlation method.** New York, N. Y., Columbia university, 1930.

A monograph describing methods of calculating correlations from data placed on punched cards. A new procedure for obtaining sums of products from cumulative totals is presented.

638. **Shuttleworth, Frank K.** A note on the arithmetical accuracy of partials involved in multiple R. *Journal of educational psychology*, 21: 379-80, May 1930.

639. **Spearman, C.** Response to T. Kelley. *Journal of educational psychology*, 20: 561-68, November 1929.

The author answers Kelley's criticism, in "Crossways in the mind of man," of some of Spearman's writings.

640. **Tremmel, E. E. and Weidemann, C. C.** A machine method of calculating the Pearson correlation coefficient. Lincoln, Nebr., University of Nebraska, 1930. 15 p. (University of Nebraska publication, no. 72, June 1930)

641. **Tryon, Robert Choate.** The interpretation of the correlation coefficient. *Psychological review*, 36: 419-45, September 1929.

## EDUCATIONAL TESTS AND MEASUREMENTS

642. Alhambra, Calif. City schools. Department of educational research and guidance. Report on Stanford achievement test, 1929. 4 p. ms.

643. Anderson, Fred Lawrence. A study of the new type tests as given in the fifth grades of Hamilton county, Ind., December 1928. Master's thesis, 1929. Indiana university. Bloomington. 82 p. ms.

644. Atkinson, Arthur M. Preparation and evaluation of unit tests in educational measurements. Master's thesis, 1930. University of Pittsburgh. Pittsburgh, Pa. University of Pittsburgh bulletin 27: 219-20, November 1930. (Abstract)

645. Calvert, T. B. Report of study of results of September and January testing in language, biology, and mathematics. 1929. Public schools, Muncie, Ind. 9 p. and 16 p. (Bulletin, nos. 23 and 31)

This study covered languages: Latin, French and Spanish in all grades in high school; ninth year biology; tenth year geometry. Findings: Rather low achievement in many sections and high in others. The January testing showed progress made.

646. ———. Results of May testing in languages, biology, and mathematics. 1930. Public schools, Muncie, Ind. 17 p. ms.

A study to measure the progress made in the departments of language, science, and mathematics after a period of remedial instruction following testing in January.

647. Carreon, Manuel L. Semestral tests in secondary subjects, 1930. Bureau of education, Manila, P. I.

All secondary schools offering first-year United States history and government, second year geometry, third-year general history, and fourth-year English were administered first-semester tests in these subjects. The school medians were secured.

648. Carter, Homer L. J. The use of measurement in evaluating achievement in education classes. Teachers college journal, 1: 175-82, July, 1930.

The writer has attempted to show: (1) the types of tests used by instructors in the field of education; (2) the use made of these tests; and (3) his attempts to (a) set definite objective goals, (b) give the student an opportunity to reach them, (c) measure his and their success or failure, and (d) interpret results in terms of marks considering other factors than the student's ability to acquire subject matter.

649. Cassavant, Theodore W. (Castleton, N. Y.) Achievement survey of individuals and grades.

Stanford achievement tests and Otis group intelligence tests were given. This study is a means of checking the teacher's progress with the class. It shows where greater emphasis is placed and where more might be placed.

650. Chase, Vernon E. Measuring the results of education in Fordson school district, Dearborn, Mich. Research supplement, Annual report, 1928-29. Dearborn, Mich., Fordson board of education, 1930. 44 p.

651. Denver, Colo. Public schools. Department of research and curriculum. How to use preteaching tests. [1930?] ms.

Makes definite suggestions for the use of Denver curriculum tests in elementary school reading and language usage and in senior high school grammar for diagnosis of learning needs, and outlines certain remedial and teaching procedures to follow diagnosis.

652. ———. Reports of city-wide curriculum tests given: January, May, September, 1929; January, February, and May 1930. 1930. ms.

These reports give city norms for the curriculum tests in: reading, language usage arithmetic and music in elementary schools; social science, home economics, and English in the junior high school, and English 10B and 12B, world history, and American history in senior high school. Attempt is made to analyze the meaning of the test data in respect to original and remedial teaching and curriculum construction and revision.

653. Dickey, John W. An index of integration. *Journal of educational psychology*, 20: 652-60, December 1929.

During the last two weeks of October 1928, 1,239 school children including grades three to nine were given battery A, form 1 of the Orlean's achievement test. The total individual scores from all of the tests were used. The integration concept is placed on a quantitative, psychological basis which lends itself to statistical treatment.

654. Educational records bureau, New York, N. Y. Testing school achievement in England and America. Report of the results of intelligence and achievement tests given in four English schools compared with records on similar tests of students in American independent secondary schools. May 1929. New York, N. Y., Educational records bureau, 1930. 58 p. (Educational records bulletin, no. 5)

Results of this study show the equality of the two nationality groups in general ability as measured by the same objective tests; the extraordinary relative youthfulness of the English pupils; the apparent general equality of the two groups in English (except in "mechanics of English" which favors the Americans and in vocabulary in which the English excel); the surprisingly inferior performance in French of the English pupils beyond grade nine (in which grade they test extraordinarily high); the superiority of the English pupils in Latin and their unequal achievements on the two parts of the algebra test; and the diversity of standards and achievement in different English schools.

655. Garrison, S. C. and Rankin, G. L. Effect of familiarity with standardized achievement tests on subsequent scores. *Peabody journal of education*, 7: 343-44, March 1930.

A school in which no standardized tests had ever been given, in the mountain section of Kentucky, was used for this study. Pupils in the intermediate grades were divided into two groups. Tests were given to one group of children only. After an interval of three weeks, both groups were united and given the Otis group intelligence scale, advanced examination, form A. The second group was given the tests previously given group one. The study shows that there is a decided practice effect in taking tests.

656. Greene, Charles E. The reliability of equating groups on the basis of the Stanford EQ. 1930. Public schools, Denver, Colo. 6 p. ms.

Groups were equated in all grades. EQ were compared with other test results. In most groups a satisfactory reliability for the grouping was obtained.

657. Hildreth, Gertrude H. Results of repeated measurement of pupil achievement. *Journal of educational psychology*, 21: 286-96, April 1930.

This study reports consecutive tests of school achievement of a group of children at the Lincoln school of Teachers College, over a period of seven years. The results indicate that growth in school subject achievement is fairly regular and constant, but that when pupils are grouped on the basis of ability the brighter children are more rapid learners in spite of more individual attention for duller pupils.

658. Houston, Texas. Independent school district. The report of group test results and the use of the standard deviation of the difference to determine the significance of the variations between classes. 1930. 22 p. ms. (Research bulletin, no. 8109)

659. ————. Report of test results in the curriculum and check schools for the school year 1929-1930. 1930. 20 p. ms. (Research bulletin, no. 8110)

The test report records existing conditions concomitant with the setting up of the curriculum schools. Contains information on the effect on oral reading skill of special emphasis on silent reading, and the effect of the increase in the amount of reading, etc.

660. Hughes, W. Hardin and MacPherson, Margaret V. Educational accomplishment as indicated by tests and measurements. Pasadena, Calif., Public schools, 1929. 55 p. (Administrative research series, 1929. Monograph no. 3)

Illustrated by a number of charts and tables showing enrollments, overages, age-grade distribution, distribution of abilities, trait ratings, etc.

661 **Indiana university. Conference on educational measurements.** Seventeenth annual conference on educational measurements, held at Indiana university, April 18 and 19, 1930. Bloomington, Bureau of cooperative research, Indiana university, 1930. 103 p. (Bulletin of the School of education, Indiana university, vol. 6, no. 5, May 1930)

Contains: 1. J. Z. A. McCaughan; A comparison of the accomplishment of two groups of pupils in the Bloomington, Ind., high school in second-semester algebra, p. 5-9. 2. W. W. Patty: Developing standards for and measuring results of administrative activities in high school, p. 10-22. 3. G. T. Buswell: Types of diagnostic studies in arithmetic, p. 23-25. 4. G. T. Buswell: The growth of concepts of technical terms in arithmetic, p. 26-29. 5. Clifford Woody: Some investigations resulting from the testing program in arithmetic, p. 30-49. 6. Carl G. F. Franzen: Enrollment by subjects in North central association high schools in Indiana, the first semester, 1929-1930, p. 64-72. 7. H. H. Renmers: Are our secondary schools improving? p. 73-84. 8. Clifford Woody: Diagnostic and remedial instruction in reading factors conditioning the reading process, p. 85-101.

662. **Jeffery, A. L.** Conditions that accompany high or low standing on general information test. Master's thesis, 1930. Pennsylvania state college, State College. 62 p. ms.

A study based on tests of 182 pupils and questionnaire and home visits to them and to their parents.

663. **Jensen, Gerald LeRoy.** The construction and evaluation of an objective test covering certain problems in secondary education. Master's thesis, 1930. University of Oregon, Eugene. 119 p. ms.

664. **Jones, J. W.** A tentative outline of a survey of Parke county, Ind. 1930. Indiana state teachers college, Terre Haute. 3 p. ms.

Proposes a scheme for testing all children in all schools of the county.

665. **Jones, Vernon and Crook, Mason.** Educational tests. Offprinted from the Psychological bulletin, vol. 27, no. 6, June 1930. p. 458-84.

Bibliography: p. 477-84.

A review of the literature in the field of measurement work.

666. **Kemmerer, W. W. and Aaron, Sadie.** Differences in achievement and ability of pupils entering the lower half of a grade in the fall semester and in the spring semester of the school year 1929-1930. 1930. Independent school district, Houston, Texas.

667. ———— Interpreting test results to determine the significance of the variations between classes and the relation between achievement and ability within each class. 1930. Independent school district, Houston, Texas. 22 p. ms.

668. **Kinder, J. S. and Odell, Charles W.** Educational tests for use in institutions of higher learning. Urbana, University of Illinois, 1930. 95 p. (University of Illinois bulletin, vol. 27, no. 49, August 5, 1930. Educational research circular, no. 55)

Contains an annotated list of tests recommended for use in institutions of higher learning and a selected and annotated bibliography of 321 references.

669. **McAnulty, Ellen and Fuller, Florence.** Intercorrelations between a series of eight five-week tests. 1930. Public schools, Los Angeles, Calif.

670. **Madsen, I. N.** Educational measurement in the elementary grades. Yonkers, N. Y., World book company, 1930. 294 p.

Treats of intelligence and achievement tests applicable in the elementary grades and of statistical methods useful in these grades. Includes a discussion of the new-type examination as a substitute for the "essay" examination.

671. **Manalac, G. B.** Comparative achievement of different divisions in grades three and four. Manila, P. I. Bureau of education, 1930. 9 p.

Table 1 shows the median composite scores and the corresponding grade-location equivalents for the rural and vocational schools in 1929 on the Philippine educational achievement tests, series A, B, and C, form 2. Table 2 presents the comparative achievement

In grades three and four of the rural (barrio) primary schools in 46 divisions tested, in the rural-vocational survey conducted by the General office during the July-December 1929 period.

672. **Mather, Irving A.** Validity of Sones-Harry achievement test, form A for use in Oregon. Master's thesis, 1930. University of Oregon, Eugene.

An analysis of 259 cases in Lane county, Oreg., analyzing textbooks, state course of study, difficulty of items, teachers marks, and partial and multiple correlation. Findings: Test is most valid and suitable of its character in the market at the present time for use in Oregon schools.

673. **Meredith, Laura Marie.** A study of the reliability of the new Stanford achievement test. Master's thesis, 1930. University of California, Berkeley. 22 p. ms.

The uses to which standard education tests may be justly put depends greatly upon their reliability. This investigation was planned to determine the reliabilities of the tests comprising the recently published forms V and W, of the new Stanford achievement test. Findings: (1) Either form, V or W, of the new Stanford achievement test, complete, is sufficiently reliable for individual placement, and prognosis; (2) separate tests should not be used for individual placement, with the exception of total reading, total arithmetic, dictation, and geography scores. The latter should not be used in the fourth grade; (3) of all grades, the fourth is the one in which the separate tests may be expected to function least satisfactorily, although the reliability of the test as a whole is such that it may be used for individual placement; (4) the lack of sufficiently specific directions for administering the tests is a factor which tends to lower the reliability of several of the tests; and (5) the high correlation between the raw and derived scores are, for practical purposes, as reliable as the new.

674. **Messer, Harold C.** An evaluation of a modified multiple-choice testing technique. Master's thesis, 1930. University of Iowa, Iowa City. 51 p. ms.

675. **Moody, George Fallows.** The administration of a testing program in an elementary school. Master's thesis, 1930. Boston university, Boston, Mass. ms.

676. **Morley, Clyde A.** The reliability of the achievement quotient. Journal of educational psychology, 21: 351-60, May 1930.

Gives the results of a study undertaken to determine the degree of reliability required of educational tests and intelligence tests to secure achievement quotients sufficiently reliable for practical purposes; to identify other factors affecting the reliability of the achievement quotient; and to recognize conditions to be met before the achievement quotient can be used satisfactorily.

677. **Odell, C. W.** Educational tests for use in high schools, third division. Urbana, University of Illinois, 1929. 50 p. (University of Illinois, Bureau of educational research. Bulletin, no. 53.)

This study includes brief descriptions of all tests recommended for use in high school.

678. **Ohio Wesleyan university.** Class in educational measurements. A mental and educational survey of the Ashley, Ohio, public school. 1930. Ohio Wesleyan university, Delaware. ms.

Group mental and educational tests were given to all children. The results were used to check and improve certain teaching procedures, and as an aid to the study of individual problems of students.

679. **Palmer, Anthony Ray.** Variability of the mental functions and its effect upon school achievement. Doctor's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. University of Pittsburgh bulletin, 27: 134-40, November 1930. (Abstract)

680. **Patterson, M. Rose.** Annual report on testing program in secondary schools for 1929-1930. 1929-1930. Public schools, Baltimore, Md. 215 p., 198 p. ms.

681. ——— Report on the September testing program in secondary schools. 1929. Public schools, Baltimore, Md. 65 p. ms.

Report on the results of tests to incoming junior high and senior high pupils in white and colored schools as measured by standardized group tests in intelligence, reading, and arithmetic.

682. **Philippine Islands.** Bureau of education. Comparative achievement of different divisions in grades 3, 4, and 7. 1929. Manila, P. I. 9 p. ms. 2 p.

Forty-nine divisions and one insular school were covered in the survey, third, fourth, and seventh grades, elementary (central), and first and fourth years secondary (academic-normal). Findings: The time of testing affects to a certain extent the median scores of schools especially in the primary grades. The relative ranks of these divisions and the schools in terms of month below or above the normal achievement were secured.

683. **Pittsburgh, Pa.** Public schools. Department of curriculum study and research. Stanford achievement test to all pupils belonging to the Carnegie study. 1930.

684. **Port Arthur, Texas.** Independent school district. Results of Otis S. A. test higher examination in senior high school. 1930. 10 p. ms.

Chronological age, mental age, and intelligence quotient in terms of medians for each half grade are given.

685. **Ruch, G. M.** Specific determiners which invalidate objective tests. Los Angeles educational research bulletin, 10: 2-4, 12, April 1930.

Discussion based on I. H. Brinkmeyer's "Study in the technique of constructing objective examinations." It is divided as follows: word-length as a specific determiner; circumstantiality as a specific determiner; specific words and phrases as determiners. In preparing tests, the writer believes that crucial issues should not be evaded, but an attempt should be made to neutralize the effect of specific determiners by seeing that cue word occurs equally often in true statements and in false ones.

686. **Sangren, Paul V.** Information tests for young children. Childhood education, 6: 70-77, October 1929.

687. **Santa Monica, Calif.** City schools. Department of research. General achievement survey. 1930. 33 p. ms.

The survey, conducted near the end of the second semester of the current school year, followed a policy relating to periodic testing through the grades. The following tests were used: Monroe silent reading test grades 3-B to 7-B, inclusive; Woody-McCall arithmetic test, grades 3-B to 7-B, inclusive; Morrison-McCall spelling scale, grades 3-A to 7-B, inclusive. Distribution tables were prepared showing score and grade placements for all subjects. The general showing on the survey was favorable. In silent reading all grades exceeded the expected grade placement. In arithmetic all grades reached or exceeded the norms. In spelling all grades were below the norms.

688. ————— New Stanford achievement survey. 1930. 11 p. ms.

This survey was given at the close of the first semester. The findings of the survey were favorable as indicated by the fact that the medians of most grades exceed the norms.

689. ————— End-semester tests given in the junior high schools. 1930. 8 p. ms.

Contains reports of tests in algebra, biology, history, and Latin.

690. ————— End-semester tests given in the senior high school. 1930. 10 p. ms.

Contains reports of tests in biology, geometry, history, and Latin.

691. **Shivers, H. G.** The use of standardized tests in the improvement of instruction in five rural schools. Master's thesis, 1929. Southern Methodist university, Dallas, Texas. 106 p. ms.

Findings: The increase in number of words read per minute in silent reading in the experiment schools was 34.6, and in the control schools was 7. In the fundamental operations of arithmetic the experiment schools made a mean increase of 33 while the control schools only made a mean increase of 3.6.

692. **Smith, Harry P.** Achievement of 3<sup>d</sup> and 6<sup>th</sup> grades. 1929. Public schools, Syracuse, N. Y. 60 p. ms.

Analyzes achievements of children in 3<sup>d</sup> and 6<sup>th</sup> grades. Recommends new plans of classification. Suggests homogeneous grouping, adjustment classes, modification of curriculum, and individualization of instruction.

693. Sones, W. D. and Harry, David P. jr. Sones-Harry high school achievement test, Yonkers-on-Hudson, N. Y., World book company, 1929. 6 pamphlets.

"The test covers in four separate parts language and literature, mathematics, natural science, and social studies. The range of difficulty is sufficient for its use in all years of high school, with college freshmen, and with practice teachers in normal schools and teachers colleges."

694. Stenquist, John L. and others. Major problems revealed for secondary schools as a whole, based on testing program in secondary schools for the year 1928-1929. 1929. Public schools, Baltimore, Md. 17 p. ms.

A study of the wide variations revealed in high school test results.

695. ——— Semi-annual instructional survey—city wide tests results for all classes as of September 1929. All elementary schools, white and colored. Baltimore, Md., Public schools, 1929. 222 p.

696. ——— Semi-annual instructional survey of city-wide test results for all classes as of February 1930, all elementary schools, white and colored. 1930. Public schools, Baltimore, Md. 70 p. ms.

Report on results of primary and intermediate tests of white and colored schools.

697. Thompson, K. L. Report of standard tests and state tests in Jersey City. 1929. Public schools, Jersey City, N. J. 37 p. ms.

A study of actual performance in state tests as compared with results of intelligence tests. A reasonable degree of correlation was found.

698. Wells, F. L. Effects of instruction on test performance. Pedagogical seminary and Journal of genetic psychology, 37: 314-17, June 1930.

This article describes a laboratory study of 10 subjects, seven women and three men who were given a series of tests. They were given the same problems about a week later after as complete "coaching" as it was practicable to put into language or demonstrational form. Except in the ingenuity problems, the coaching was not accompanied by as much improvement as takes place without it.

699. Williams, Dewitt Everett. Some achievement studies of some Florida county training school pupils. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 86 p. ms.

See also 427, 515, 523, 538, 566, 720-721, 1978, 2043, 2084, 2153, 2558, 2823, 3154, 3156, 4454, 4571.

### EDUCATIONAL RESEARCH

700. Burr, Samuel Engle. Fifth and sixth semiannual reports of the Research department, January 1929 to June 1930. 1930. Public schools, Lynn, Mass. 37 p., 21 p. ms. (Research bulletin, nos. 11 and 15)

701. Colorado. University. Abstracts of theses for higher degrees, 1930. Boulder, University of Colorado, 1930. p. 43-118. (University of Colorado studies, vol. 18, no. 2, 1930)

702. Engelhardt, Fred and Otto, Henry J. Master's and doctor's theses in education, University of Minnesota, 1912-1928. Minneapolis, University of Minnesota press, 1929. 32 p.

703. Franke, Paul B. Changing tendencies in educational research. Master's thesis, 1930. University of Colorado, Boulder. University of Colorado studies, 18: 60-61, December 1930. (Abstract)

704. Good, Carter V. Research in secondary school methods. Journal of educational research, 22: 9-30, June 1930.

An analysis of the literature in the field of secondary method covering problems of teaching procedure in grades 7 to 12, inclusive.

705. **Good, H. G.** Historical research in education. Educational research bulletin (Ohio state university), 9: 7-18, 74-78, January 8, February 5, 1930. One of a series of articles, the purpose of which is to suggest to the lay-reader a simple set of standards by which to judge educational research.

706. **Greene, Charles E.** Activities of the Department of research, 1930. Public schools, Denver, Colo. 62 p. ms.

707. ——— A report to the superintendent on experimentation for 1928-1929. 1930. Public schools, Denver, Colo. 21 p. ms.

A report of the major experiments conducted through the Department of research for the year 1928-1929.

708. **Herbst, R. L.** Bureau of research in public school systems with reference to cities of 100,000 population or less. Doctor's thesis, 1930. Harvard university, Cambridge, Mass. 314 p. ms.

Gives data from more than 50 bureaus, functions performed, functions which directors consider should be performed, relative importance of the functions in the estimation of directors, and personnel and cost of bureau.

709. **Kelley, Truman Lee.** Scientific method, its function in research and in education. Columbus, Ohio state university press, 1929. 195 p.

710. **Massachusetts teachers federation.** List of researches and educational experiments being carried on in the public schools of Massachusetts. Common ground (Boston, Mass.), 9: 167-68, January 1930.

711. **Monroe, Walter S.** Difficulties in educational research. Educational research bulletin (Ohio state university), 9: 1-6, January 8, 1930.

712. ——— and **Engelhart, Max D.** Experimental research in education. Urbana, University of Illinois, 1930. 105 p. (University of Illinois. Bureau of educational research. Bulletin, no. 48)

The authors describe in some detail the procedure of controlled experimentation, and on the basis of the requirements revealed, evaluate a small group of experiments.

713. ———, **Hamilton, T. T., and Smith, V. T.** Locating educational information in published sources. Urbana, University of Illinois, 1930. 142 p. (University of Illinois. Bureau of educational research. Bulletin, no. 50)

The preparation of this study was undertaken as a means of rendering assistance to teachers, superintendents, administrators, graduate students, and other persons who desire to locate published information pertaining to a general problem or topic in the field of education. Such sources as the library and general aids, educational periodicals, and other types of publications have received attention. A bibliography of bibliographies which includes 601 annotated references is supplemented by an extensive topical index in which reference is made by number to the various bibliographies.

714. **National education association.** Department of superintendence. City school research studies completed and in progress. Washington, D. C., National education association, 1930. 53 p. (Educational research service circular, no. 3, 1930)

Annotated references to 284 city school research studies completed between April 1929 and October 1929, and a list of 402 studies in progress in October 1929. Reports were obtained from 202 cities.

715. ——— **Research division.** The questionnaire. Washington, D. C., National education association, 1930. 49 p. (Research bulletin, vol. 8, no. 1, January 1930)

The questionnaire is so widely used in educational investigation that it has become a source of great annoyance to school superintendents. This bulletin gives the results of a study of the problem showing some of the worst features of the questionnaire and also the contribution it has made to education. A program is proposed for correcting by voluntary, cooperative regulation the abuses which have grown out of the circulation of questionnaires.

716. ——— ——— Research completed and under way by certain state agencies. Washington, D. C., National education association, 1930. 12 p. (Studies in state educational administration, no. 4)

717. **Newburgh, N. Y. Public schools.** Department of research. Research annual report, July 1930. 10 p. ms. (J. L. Thompson, director)

718. **Noble, M. C. S., jr.** Current reports on activity programs, projects, research studies, etc., in North Carolina. 1930. State department of education, Raleigh, N. C. 65 p. ms.

719. **Pittsburgh University.** Graduate school abstracts of theses, researches in progress, and bibliography of publications. Pittsburgh, Pa., 1930. 463 p. (University of Pittsburgh bulletin, vol. 27, no. 3, 1930)

720. **Reading, Pa. School district.** Department of research. First annual report for the year ending June 30, 1929. 56 p.

This report contains sections on intelligence testing in elementary schools, junior high schools, and senior high schools; achievement testing; a diagnostic study of English composition; and promotion rates.

721. **San Francisco, Calif. Public schools.** Department of educational research and service. A summary of activities, 1928-1929. 1929. 22 p. ms. (Bulletin, no. 5)

Deals with tests and measurements, pupil classification, curriculum revision, school building problems, administrative research, attendance statistics, questionnaires, etc.

722. **Sangren, Paul V.** Participation of classroom teacher in educational research. Educational administration and supervision, 15: 593-601. November 1929.

723. **Santa Monica, Calif. Public schools.** Department of research. Report of research work for the year 1929-1930. ms.

724. **Terman, Earl L.** The development and application of national educational survey techniques. Doctor's thesis, 1929. New York university, New York, N. Y.

725. **Touton, Frank C.** Research activities in California school departments. California quarterly of secondary education, 5: 5-36, October 1929

A summary of the research studies in progress in cities of California bearing upon secondary education.

726. **Waples, Douglas and Tyler, Ralph W.** Research methods and teachers' problems. A manual for systematic studies of classroom procedure. New York, The Macmillan company, 1930. 653 p.

The purpose of this text is to facilitate systematic studies of classroom problems, or service studies, as distinguished from research studies. Methods of research which are applicable to service studies are selected, and other methods needed to supplement these research methods are developed, in order that teachers may study and solve some of the classroom problems by other than rigorous methods of research.

727. **Wright, Edith A.** Bibliography of research studies in education, 1927-1928. Washington, D. C., U. S. Government printing office, 1930. 225 p. (U. S. Office of education. Bulletin, 1929, no. 36)

See also 99, 416, 1691, 2245, 2558, 3483, 3485, 3614, 3876, 4015, 4193, 4199.

## SPECIAL SUBJECTS OF CURRICULUM

### READING

728. **Adams, Waldo L.** Achievement in reading in rural schools. Master's thesis, 1930. University of Chicago, Chicago, Ill. 94 p. ms.

Includes results from 3,600 pupils tested five times during a two year period. Conclusions: Pupils in lower grades gain during summer vacation and remain stationary in upper grades. Pupils in one-room schools do much poorer than pupils in consolidated schools. Ninety non-promoted pupils did not increase significantly during the second year in a grade.

729. **Beatty, C. Evelyn.** The relative effectiveness of two different methods of word-drill. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. 71 p. ms.

An experimental study using 12 groups of children in the second, third, and fourth grades, to determine the relative value of having a word-drill follow rather than precede the first reading of a reading lesson. The results of the investigation show that the experimental group, given the word-drill following the reading, made a pronounced gain in speed and paragraph meaning throughout the three grades. The word meaning achievement was slightly in favor of the control group.

730. **Behrens, Herman D.** The value of remedial reading for college freshman. Master's thesis, 1930. Ohio state university, Columbus. 196 p. ms.

To determine the value of remedial reading, 139 trained students of the freshman class at the Ohio state university were followed through two quarters of academic work, and their point-hour-ratios were secured. Results were then compared with results of 213 students of the same intelligence, who did not receive the training. Conclusions: (1) College freshmen of low initial ability are trainable; (2) college freshmen who are trained show a rise in academic marks equal to one-twelfth of the total possible range from absolute failure to outstanding success and one-half the actual range shown by the majority of college students; (3) college freshmen enter with inadequate preparation, showing the need of remedial projects in high school or at a lower level; and (4) college students can teach and drill themselves in such a way as to make individual instruction possible.

731. **Bennett, Annette.** Reading ability in special classes. *Journal of educational research*, 20: 236-38, October 1929.

Taking into consideration the variations in teaching ability and making allowance for miscellaneous factors, the data here presented seem to indicate that in the primary special classes, at least, the reading age closely approximates the mental age level.

732. **Blom, E. C. and others.** Reading in the primary grades; or primary reading study, November 1929-May 1930. 1930. Public schools, Louisville, Ky. 40 p. ms.

Diagnostic and remedial work in reading for grades 2A-3B and 3A-4B

733. **Book, William F.** The development of higher orders of perceptual habits in reading. *Journal of educational research*, 21: 161-76, March 1930.

The purpose of this article is to show how printed words are discerned and recognized at different levels of reading skill, and how a learner must proceed to attain the highest form of perceptual skill that is used by most skillful silent readers today.

734. ———. Various methods of mastering new words while learning to read. *Journal of educational research*, 21: 81-94, February 1930.

735. **Brady, Anna Marie.** A qualitative and quantitative evaluation of ten primers. Master's thesis, 1930. College of the City of New York, New York, N. Y. 24 p. ms.

Commonly used primers were evaluated on the basis of criteria involving approved psychological and pedagogical principles.

736. **Branch, Helen M.** Investigation concerning the ways supervisors help the teacher of elementary reading. Master's thesis, 1929. Northwestern university, Evanston, Ill.

737. **Bullington, John Robert.** Investigations of reading in high school. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 181 p. ms.

738. **Camp, Cordelia and Allen, C. H.** How oral reading was improved through the use of Gray's check tests. *Elementary school journal*, 30: 132-35, October 1929.

Tests were given to 170 pupils in eight major factors in oral-reading ability in grades two through seven. Tests showed that the difficulty in all grades was primarily word recognition and pronunciation. Syllabication and phonetics were emphasized during spelling or word-drill period. Oral reading was motivated by providing audience situations. Materials suitable for oral reading were carefully chosen. Pupils were made

conscious of the specific abilities necessary for good oral reading and their ambition was aroused to improve. The average number of errors per pupil was reduced 50 per cent in the sixth grade. The largest percentages of improvement are found in the grades which vary most from the standards.

739. Carrington, Evelyn Maurice. Peripheral vision in the silent reading of children. Doctor's thesis, 1930. University of Texas, Austin.

740. Carroll, Robert P. and Jacobs, Charles C. Drill in silent reading for college freshmen. *School and society*, 30: 656-58, November 9, 1929.

A study was made of the rate and relative amount of improvement that college students make as a result of drill in silent reading during summer school at Syracuse university. The students and a control group of a number of teachers and graduate students, took the tests which covered selections from textbooks used in freshman courses in botany, English, history and zoology. The drill group showed a rather constant daily improvement in speed of reading, and the average gain of this group was 2.8 times as great as that of the control group. Specific drill rendered the group more homogeneous in reading ability.

741. Carter, Homer L. J. Disabilities in reading. In Michigan schoolmasters club. *Journal*, 1930. p. 226-31. (University of Michigan official publication, vol. 32, no. 8, July 26, 1930)

This study presents results of an attempt to make a diagnosis and provide remedial instruction in reading for both an individual and a group of children. At the end of 12 weeks of instruction the individual had made a gain of one year and five months in reading ability, and the average gain for the group was one year and six months.

742. Case, Emma Young. Value of circulars in supervising the teaching of reading. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 64 p. ms.

A study of two counties in Kentucky including 26 schools and 138 pupils in experimental group and 17 schools and 116 pupils in control group. All sixth grade teachers and pupils were used. The results were treated statistically, and indicated that silent reading abilities of pupils could be improved by furnishing teachers instructions in the form of circular letters.

743. Chamness, A. H. Improvement of reading in high school. Master's thesis, 1929. Southern Methodist university, Dallas, Texas. 74 p. ms.

An experiment with the aid of standardized educational tests to determine whether the reading ability of high school pupils can be materially improved by the application of certain definite remedial measures of instruction. Findings: Pupils given remedial instruction showed much more improvement than those taught in the ordinary way. Pupils who showed no improvement were found with low IQ.

744. Chomsky, Joseph. Comparison of "Bolenius" and "Progressive road to reading" methods of teaching reading in the first grade. Master's thesis, 1930. College of the City of New York, New York, N. Y. 39 p. ms.

Experimentation with only approximately equivalent groups in the first year. Eight primary reading tests were administered.

745. Clewell, Letha M. A study in correlations of certain standardized reading and mental tests. Master's thesis, 1929. University of Kansas, Lawrence.

746. Clowes, Helen Coe. A reading clinic. *Educational research bulletin* (Ohio state university), 9: 261-68, May 14, 1930.

Tells of the work of the reading clinic established in 1929 at the School of education of Western Reserve university.

747. Connolly, Sabina H. The reading vocabulary of high school students. Master's thesis, 1930. Yale university, New Haven, Conn.

748. Cornell, Ethel Letitia. A beginning reading vocabulary for foreign-born adults, with special reference to those who can not read in any language. Albany, University of the State of New York press, 1930. 24 p. (University of the State of New York bulletin, no. 948, May 15, 1930.)

749. **Decker, William Frederick.** The significance of the relation between silent reading ability and skill in problem solving. Master's thesis, 1929. Southern Methodist university, Dallas, Texas. 83 p. ms.

An investigation of silent reading as a tool subject. Findings: Reading is the chief tool in study; poor reading ability acts as a deplorable handicap in problem solving, and is the chief cause of failures; the improvement of reading ability reduces failures; it is a part of the ability to solve problems.

\* 750. **Deputy, Erby Chester.** Predicting first-grade reading achievement: a study in reading readiness. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1930. 61 p. (Contributions to education, no. 426)

The purpose of the investigation was to develop a test that can be used instead of, or in connection with, a test of intelligence in order to determine those pupils who have the ability necessary to be successful in the first semester of first grade reading. About 120 children who entered the first semester of the first grade in a public school in New York City served as subjects for this investigation. Findings: The investigation shows the possibilities of predicting first-grade reading achievement to an extent which justifies its use in beginning reading. Data indicate that first-semester reading achievement can be measured by means of objective tests instead of depending entirely upon the ratings of teachers and supervisors for measures of progress in reading during the first semester.

751. **Douglas, Josephine and Lawson, J. W.** Measurement of reading skills in ability groups. *Journal of applied psychology*, 13: 494-98, October 1929.

Standardized reading tests were given to three groups of children in grade 7-A at the Woodrow Wilson junior high school, San Diego, Calif. Data indicate that there are possibilities for developing silent reading tests which are superior to those we now have.

752. **Dove, Claude C.** A study of two special types of pupil response as measures of reading comprehension. Master's thesis, 1930. University of Cincinnati, Cincinnati, Ohio.

One thousand and twenty pupils in grades 3 to 12, inclusive, in six schools of Mingo county, W. Va., were selected for the study. Intelligence scores (Otis tests), teachers' marks in reading and English, and reading scores on the Shank comprehension tests of paragraph reading, were used in order to evaluate: first, the ability to predict outcomes from given events; and second, the ability to organize thoughts into logical order. Conclusions: (1) The ability to predict outcomes from given events, as this ability is measured by the Gates silent reading test, type B, is a fair measure of reading comprehension. This ability is perhaps a better measure of reading comprehension in grades 6-8 than in the lower grades; (2) the ability to organize thoughts into logical order, as this ability is measured by the Witham silent reading test, no. 2, is a fair measure of reading comprehension in grades 10-12, a poor measure in grades 7-9, and practically no measure in grades 5-6.

753. **Dowell, Pattie.** An analysis of the reading interest of third grade children. Master's thesis, 1930. North Carolina state college of agriculture and engineering, Raleigh.

Shows the literary ideal rather than the interest of the student as the dominant aim in the selection of most materials for the approved reading texts for the third grade. Children of widely different social groups show little or no difference in their interests. Stories much liked by third-grade children have a variety of elements in interest. Kindness and bravery were found to be the most popular interest elements.

754. **Durrell, Donald Dewitt.** Reading disability in the intermediate grades. Doctor's thesis, 1930. Harvard university, Cambridge, Mass. 243 p. ms.

A comparison was made between the reading age and the Stanford-Binet mental age of all children in the Harvard growth study who had entered the first grade at the same time. Fifteen per cent of the 1,130 children examined were to be classed as retarded readers. Twenty per cent of the boys were retarded as compared with 10 per cent of the girls. An outline of the steps necessary to acquire efficient habits of silent reading are given. A test battery was used as a basis for analysis of the reading of 52 children, 26 were retarded readers and 26 were normal readers who were paired with the retarded readers in respect to age, sex, race, mental age and intelligence quotient. The difference between the two groups was greater in oral reading than in silent reading. Conclusions: It is possible to outline remedial measures for the different inade-

quacies found by the use of diagnostic tests of reading. Further research should provide tests of intelligence less influenced by reading, a better understanding of the causes of reading disability, a unified battery of tests for reading diagnosis, and remedial and preventive measures for use in the classroom.

755. **Eckert, Dana Z.** Report of remedial reading classes. Herron Hill junior high school. Pittsburgh schools, 4: 223-26, May-June 1930.

756. **Elliott, Arthur E.** An objective determination of the most economical and effective arrangement of 17 reading primers. Master's thesis, 1930. University of Kansas, Lawrence.

757. **Elsea, Matilda Mahaffey.** Comparative content-study of three groups of fourth grade reading textbooks. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 74 p. ms.

A study of 27 fourth grade reading textbooks, seven published before 1890; ten between 1909-1913 inclusive; ten in 1929.

758. **Felicitas, Sister.** The relation of mental age to change in certain specific types of reading ability over the summer vacation. Master's thesis, 1929. University of Notre Dame, Notre Dame, Ind.

759. **Fields, Kathleen C.** The difficulty of the fairy story vocabulary. Master's thesis, 1930. University of Iowa, Iowa City. 61 p. ms.

760. **Fildes, Raymond Earl.** Specific objectives and pupil activities in reading as revealed by analyses of courses of study. Master's thesis, 1930. University of Chicago, Chicago, Ill.

761. **Flemming, Cecile White.** A program for the improvement of instruction in reading in the junior and senior high school, for Hopewell, Va. 1930. College of William and Mary, Williamsburg, Va. 55 p. ms.

A report prepared under the direction of C. W. Flemming by supervisors of teachers of the Hopewell schools under the auspices of the School of education, College of William and Mary. It is based upon the analyzed results of a 1929-1930 survey of instruction, and presents a detailed consideration of methods of improving comprehension and rate in reading, including a large and varied amount of practical procedures for training children in the reading and study skills. Particular emphasis is given to the development of reading skills fundamental to effective study in the junior and senior high school. A chapter is also devoted to the consideration of the function of the assignment in directing study with illustrations of the so-called unit type of assignment. A selected bibliography on reading and study is also a part of the report.

762. **Foulks, Frank Marshall.** A study of the conditions of reading in the A. L. Cuesta public schools of Tampa, Fla. Master's thesis, 1929. University of Florida, Gainesville.

763. **French, Helen A.** An experiment in adult reading in the University of Pittsburgh. 1930. University of Pittsburgh, Pittsburgh, Pa.

764. ——— and **Jones, Walter B.** Adult reading experiments. University of Pittsburgh, Pittsburgh, Pa.

765. **Gardner, Elizabeth M.** Evaluation of improvement of instruction in reading comprehension in grades 3-7, in the elementary school. Master's thesis, 1930. University of Southern California, Los Angeles. ms.

766. **Gates, Arthur I.** Interest and ability in reading. New York, Macmillan company, 1930. 264 p.

This book contains reports of more than 30 specific investigations of problems relating to instruction in reading.

767. ——— and **Peardon, C. C.** Practice exercises in reading for grade 3, types A-D. New York city, Teachers college, Columbia university, 1930. 4 vols. rea. 62 p.; Manual of directions, 21 p.

768. Gifford, Celia Allen. An evaluation of six primary reading tests. Master's thesis, 1929. University of California, Berkeley. 42 p. ms.

Williams primary test was found to be the best test for grades 1; Haggerty reading examination sigma 1, for grade 2; and Stanford achievement primary examination for grade 3.

769. Goldsmith, Sadie. The scope of the fairy tale in primary education. Master's thesis, 1930. New York university, New York, N. Y. 155 p. ms.

The study considers the factors of interest in primary education; the values of fairy tales to children. Findings: The fairy tale is valuable to the child because it has the power of fulfilling the child's varied needs and interests; it places extensive possibilities in the hands of the teacher; and it holds a high place in the realm of literary art. Therefore it is justified in commanding an increasingly important position in the curriculum of the public school.

770. Gray, Clarence Truman. Relation of consonant sounds to the difficulty of reading material. 1930. University of Texas, Austin.

771. Gray, William Scott. Summary of reading investigations (July 1, 1928 to June 30, 1929). Elementary school journal, 30: 450-66, February 1930; 496-508, March 1930.

Part 1 lists 113 studies, alphabetically, by author. In this list are included a few studies published before July 1, 1928. The first section of the second article considers the problems studied at various levels from the first grade to the university, and also refers to studies relating to the reading interests and habits of adults. In the second section, many of the more important studies are classified according to the types of problems to which they refer. Significant findings and conclusions are presented, where space permits.

772. Greene, Harry A. A remedial program for high school silent reading. Iowa City, University of Iowa, 1930. (Extension bulletin, no. 240, March 15, 1930.)

773. Hall, Mary Louise. Improvement in speed and comprehension in reading of a group of retarded children in University high school. 1930. West Virginia university, Morgantown.

774. Hamilton, Nellie. Curriculum adjustment to pupil ability in the first grade with special reference to immature groups. Master's thesis, 1930. University of California, Berkeley. 77 p. ms.

A study to discover what standards in reading could reasonably be expected of the average first-grade child, and to ascertain the weaknesses in the first-grade work in Fresno. Findings: Too many children with high mental ages are failing to reach the standards; shows need for more careful diagnostic work with individuals.

775. Hamm, Sue Fearneough. A critical analysis of the contents of the McGuffey readers. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 175 p. ms.

The purpose of the study was to show the nature of the material in the seven books of the series. Findings: (1) The McGuffey series is progressive; that is the material is graded; (2) the spelling lessons grow out of the reading lesson; (3) since the books are a series, designed as a medium through which reading as an art is to be taught, rules for reading are given throughout the series; and (4) the series belongs to the period in textbook history which stressed the fact that education, to be effective, must teach religion and morals directly.

776. Harris, John Francis. The influence of extensive reading upon the improvement of reading ability. Master's thesis, 1930. University of Chicago, Chicago, Ill. 95 p. ms.

In this investigation 150 pupils in the sixth grade were used. Control group read an average of nine books; experimental group read an average of 21 books. Conclusions: Experimental group showed greater gain in general reading ability, rate, and in growth in vocabulary.

777. Heard, Minnie Taylor. An experimental study of the value of phonetics. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 66 p. ms.

778. **Henry, Sibyl.** A study of second-grade readings: suggestions for curriculum essentials and activities. Master's thesis, 1930. Duke university, Durham, N. C.

The purpose of this study is to present to the second grade teachers of the State an outline of a course of study in reading that is based on the textbooks adopted recently. The work is intended to be of help in the production of a new State course of study in reading.

779. **Horrall, A. H.** Building grouping of reading groups in intermediate grades. 1930. San Jose school department, San Jose, Calif. ms.

Two hundred fifth and sixth grade pupils grouped according to reading scores on Stanford achievement tests were matched against 200 of similar chronological age and reading ability. They were also checked against control group of 200 miscellaneous fifth and sixth graders.

780. **Hovde, Howard T.** The relative effects of size of type, leading and context. *Journal of applied psychology*, 13: 600-29, December, 1929; 14: 63-73, February 1930.

An experiment, divided into two parts, was conducted in an effort to determine the relative legibility of intertype ideal news face type, set under standard newspaper publishing conditions with changes in size and leading. Part 1 records the direct measurement of the reading rate of 300 adults; part 2 describes the readers' preferences and opinions of the legibility of the type setting.

781. **Howard, Virgie Marie.** Relationships among intelligence, reading and spelling. Master's thesis, 1930. University of Chicago, Chicago, Ill.

782. **Hulsether, Edwin A.** A study of the effect on silent reading ability of emphasizing comprehension as contrasted with the effect of emphasizing rate. Master's thesis, 1929. University of North Dakota, Grand Forks. 58 p. ms. (Reviewed in *School of education record*, 15: 55-59, November 1929.)

Two groups of children, 26 in each group, were studied. Findings: Training in rate gave superior results in both rate and comprehension.

783. **Hunn, Fannie Cornelia.** Growth in silent reading ability in rural schools. Master's thesis, 1929. University of Minnesota, Minneapolis.

784. **Indiana.** Department of public instruction. Chart of expected outcomes in reading, writing and spelling, grades K-8. 1930. Indianapolis.

785. ————. Vocabulary development and reading seatwork exercises for the elementary grades. Indianapolis, 1929. 156 p. (Bulletin no. 107A-3.)

"These materials have been worked out by classroom teachers. The educational principles upon which the materials are based have been given careful attention. In practice, the exercises described have proved to bring the pupils success in learning."

786. **Irmina, Sister M.** An evaluation of the vocabulary content of twelve series of primary readers. Washington, D. C., Catholic education press, 1929. 52 p. (Catholic university of America. *Educational research bulletins*, vol. 4, no. 7, September 1929.)

This is a critical analysis of the vocabulary content of the primary readers commonly used in Catholic schools in order to see how closely the quality of the vocabulary agrees with the Gates vocabulary list.

787. **Jacobs, Charles C.** An experiment in silent reading for college freshmen. Master's thesis, 1929. Syracuse university, Syracuse, N. Y.

788. **Jacobson, P. B. and Van Dusen, E. C.** Remedial instruction in reading in the ninth grade. *School review*, 38: 142-46, February 1930.

The freshman class of 150 pupils in the Little Falls (Minn.) high school was tested by means of the Iowa high school silent reading test. It was found that there was a serious deficiency in reading ability in these pupils. The English classes were selected to carry on a remedial program. Three types of material were selected for remedial work. Progress charts were posted, reading material displayed and the importance of reading ability stressed. When the 102 pupils who were left of the original 122

deficient in reading were retested in May 1929 by means of the Iowa reading test, the median reading ability was found to be 9.2 grades, a gain of 2.1 grades in 23 weeks. From this study it is evident that much can be accomplished through systematic remedial training in silent reading.

789. James, Amos Washington. The value of type lessons in teaching silent reading. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 79 p. ms.

790. Johnson, George R. An objective method of determining reading difficulty. *Journal of educational research*, 21: 283-87, April 1930.

The author presents a method of determining the difficulty of reading matter. He considers the per cent of polysyllabic words as a measure of the difficulty which children will have in reading the book.

791. Jones, Effie Butler. Comprehension results in oral and silent reading. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 54 p.

Comprehension results in oral and silent reading in third, fifth and seventh grades in five types of schools, showed that of the 300 children tested, the majority comprehended more when reading silently. Good silent readers were usually good oral readers. Reading ability in both oral and silent reading is related to mental age. Mental age and IQ have no relation to development in either oral or silent reading to the discredit of the other type of reading.

792. Jordan, Pearl. Factors relating to reading progress in rural schools. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 43 p. ms.

793. Keplinger, Myrtle. An analytical study of 31 disability cases in reading. Master's thesis, 1930. University of Kansas, Lawrence.

794. Kone, Florence. Points covering mechanics common in teaching of reading texts. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 82 p. ms.

795. Lancaster, F. Public schools. Educational research. Number of types and errors made by teachers in correcting reading tests and tabulating the results. 1929. 6 p. ms.

796. Lantz, Beatrice. A reading survey conducted to determine our median attainment in the teaching of reading in the various grades of the Ventura city schools, grades 1-6, using the Ingraham-Clark reading test, form 1. 1930. Public schools, Ventura, Calif. 12 p. ms.

797. Lewerenz, Alfred S. Objective measurement of diverse types of reading materials. *Los Angeles educational research bulletin*, 9: 8-11, October 1929.

Books measured included textbooks, fiction, philosophy, newspapers, dictionaries, word lists. Findings: Readers vary in vocabulary difficulty, and those in a series do not always advance by progressive increments of difficulty; eighth grade readers do not attain eighth grade difficulty in vocabulary; many textbooks require much higher reading comprehension than that required for reading Scott's *Ivanhoe*; fiction for young children varies in difficulty; books on philosophy show a very high degree of vocabulary difficulty; a person should have nearly ninth grade reading ability to understand the content of the editorial page of a newspaper examined; vest pocket dictionary contains relatively more difficult words than does an unabridged edition.

798. ———. A reading study in two Los Angeles elementary schools. 1930. Public schools, Los Angeles, Calif. 2 p.

799. ———. A scale for estimating the interest value of reading material. 1930. Public schools, Los Angeles, Calif. 4 p.

Creates a check list of key picture words which have known interest value.

800. ———. Vocabulary difficulty of the new Stanford achievement reading test. *Los Angeles educational research bulletin*, 10: 14-15, March 1930.

A study of the vocabulary used in the reading section of the new advanced Stanford achievement test. The entire test seems to contain no material of more than ninth

grade vocabulary difficulty. From this study the vocabulary grade placement formula appears to have sufficient validity to be used as a measure of ordinary types of reading matter.

801. **Lohmann, Elsa.** Phonics as taught in our first grades throughout the United States. *Educational method*, 9: 217-21, January 1930.

A study of the objectives, placement and time allotments of phonics in first grades throughout the United States.

802. **McAnulty, Ellen A. and Clark, Willis W.** Reliability, validity and standardization of certain elementary (grades 4-8) reading tests. 1930. Public schools, Los Angeles, Calif.

803. ———— Reliability, validity and standardization of certain primary (grades 1-3) reading tests. 1930. Public schools, Los Angeles, Calif.

804. **Martin, Almira Marie D.** Kinesthetic factors in the learning of reading and spelling. Master's thesis, 1930. University of Chicago, Chicago, Ill.

805. **Mary Vera, Sister.** A comparative study of elementary work-type silent reading texts. 1930. University of Notre Dame, Notre Dame, Ind.

806. **Mayer, Mrs. Willa C.** The determination of a minimum reading vocabulary for the pre-primer classes of the first grades. 1929. University of Pennsylvania, Philadelphia.

807. **Mead, Cyrus D.** A score card for rating primary readers. *Educational administration and supervision*, 15: 427-30, September 1929.

The distinctive features claimed for this score card are: its compactness; the summary page device for epitomizing and graphing the scores; and the "objectivity" of the criteria.

808. **Miles, W. R. and Segel, David.** Clinical observation of eye movements in the rating of reading ability. *Journal of educational psychology*, 20: 520-29, October 1929.

Fifty-nine grade 3 pupils were measured. The best of these readers show fixation durations which correspond closely to findings for adults. They make practically no regressive movements, show hardly any confusion intervals, make little or no head movement or lip movement. The very poor grade 3 readers require ten-fold as much time to cover the same material, use twice as many fixations, make many regressive fixations and conspicuously show head movements and lip movements.

809. **Mingo, Jane.** A list of materials and books suitable for use in remedial reading. *Teachers college record*, 31: 137-47, November 1929.

810. **Monroe, Mich.** Public schools. Course of study in reading, kindergarten-3. 1930. 73 p. ms.

811. **Moss, Mildred Barr.** An investigation of the present standards of achievement in reading in the first three grades. Master's thesis, 1930. Rutgers university, New Brunswick, N. J.

812. **Muncie, Ind.** Public schools, Department of educational research. Report on the use of Thorndike-McCall reading scale, form 5, survey test. 1930. 4 p. ms. (Bulletin, no. 34)

813. **Murphy, Kathryn C.** A study of the relative efficiency of remedial measures in reading. Master's thesis, 1930. New Mexico normal university, Las Vegas. 300 p. ms.

A study of 120 children in the fifth grade. Two groups were used, an experimental and a control group. The group to which remedial measures were applied gained about three times over the control group.

814. **Myers, Mary Alice.** The effect of the summer vacation on the reading ability of the school children. Master's thesis, 1930. University of Denver, Denver, Colo. 65 p. ms.

From this study it is concluded that vacation has a beneficial effect on the intelligence quotient of all children and has a slight effect on reading.

815. O'Neill, Anne. A group of reports resulting from teachers' investigation of reading situations. Master's thesis, 1929. Teachers college, Columbia university, New York, N. Y. 75 p. ms.

816. Painter, William C. The improvement of fourth grade pupils in the Joseph Lane school. Master's thesis, 1930. University of Oregon, Eugene. 61 p. ms.

Most pupils will make a half grade improvement per term in reading, regardless of their IQ if the correct reading devices are used.

817. Parr, Frank W. The extent of remedial reading work in state universities in the United States. *School and society*, 31: 547-48, April 19, 1930

Forty state universities replied to a questionnaire sent to every state university in the country to get a check on the extent of remedial work in reading done during 1929. Findings: The practice of remedial reading work varies in the state universities. A great deal of interest is being manifested in the problem of remedial training in reading on the college level.

818. ——— A remedial program for the inefficient silent reader in college. Doctor's thesis, 1930. University of Iowa, Iowa City.

Twenty students at the University of Iowa were given instructions in how to read and how to study, over a period of 15 weeks. A marked effect upon scholarship was noted.

819. ——— and Nemzek, Claude L. The inefficient silent reader in college. *Peabody journal of education*, 7: 299-303, March 1930.

A study was made of 350 entering students at the University of Iowa who were called "inefficient silent readers" based on their grades in the Iowa comprehension test. A follow-up study was made of these students at the end of the first semester. A check made on February first showed that 110 of the original group had dropped from school. Data indicate that there are more poor readers among men than among women students, and that the inefficient silent reader is incapable of doing satisfactory work in college.

820. Paterson, Donald G. and Tinker, Miles A. Studies of typographical factors influencing speed of reading. *Journal of applied psychology*, 14: 211-17. June 1930.

In order to test the effect of practice on equivalence of test forms, groups of students taking a test for the first time were compared with students who had taken the test one or more times. The findings indicate that demonstrated equivalence for duplicate forms of published standard tests can not be accepted as valid except for the first trial.

821. ——— ——— Time-limit vs. work-limit methods. *American journal of psychology*, 42: 101-104, January 1930.

The Chapman-Cook speed of reading tests were administered to 1,000 college students. Within the limits of the conditions of this experiment, the time-limit method and the work-limit method are equivalent.

822. Patterson, M. Rose. First city-wide survey of the reading ability of pupils entering our senior high schools. 1929. Public schools, Baltimore, Md. 26 p. ms.

823. Philippine Islands. Bureau of education. Progress in silent reading achievement as measured by the Thorndike-McCall reading scale, forms 4, 6, and 7. 1929. Manila, P. I. 3 p. ms.

Second year normal classes were tested with the Thorndike-McCall reading scale, forms 4, 6, and 7. The comparative median scores were secured.

824. ——— ——— Progress in silent reading achievement as measured by the Thorndike-McCall reading scale, forms 8, 5, and 4. 1930. Manila, P. I.

Second-year provincial normal classes were tested with the Thorndike-McCall reading scale, forms 8, 5, and 4. The comparative median scores were secured.

825. Pigg, Enna. Ideals as presented in primary readers. Master's thesis, 1930. University of Chicago, Chicago, Ill.

A study of 24 primary readers, eight sets, each set consisting of a first, second, and third grade reader, published within the last five years.

826. Pittsburgh, Pa. Public schools. Department of curriculum study and research. Stanford reading test to 1,400 pupils in special study of reading progress. 1930.
827. Pressey, L. C. and Pressey, S. L. Training college freshmen to read. *Journal of educational research*, 21: 203-11, March 1930.  
Four hundred and twenty-two students scoring the lowest fourth of a reading test given to all freshmen were selected for training, which lasted for seven weeks. From this study it is concluded that training college students to read is entirely feasible and results in real gains for academic work.
828. Price, Rufus E. The relation of ability in silent reading to intelligence. Master's thesis, 1929. University of Texas, Austin.  
Verbal and non-verbal intelligence tests and reading tests were given to 300 children of the fourth, fifth, sixth, and seventh grades and correlations studied. Findings: Coefficients vary with tests used and groups tested. Correlation between verbal intelligence and reading comprehension was between .5 and .7 in upper grades of the elementary school. Correlation between non-verbal intelligence and reading comprehension was lower.
829. Rhodes, Drusilla Hichborn. Preparation of a course of study in reading for the first three grades (of the San Jose school). Master's thesis, 1930. Stanford university, Stanford University, Calif.
830. Rhynsburger, Amelia. A study of comprehension in silent reading. Master's thesis, 1930. University of Iowa, Iowa City. 94 p.
831. Roberts, Bertha E. and Stone, Clarence B. Merits of different plans of training in silent reading. *Educational method*, 9: 155-65, December 1929.  
During the school year 1927-1928, three different plans of silent reading were used with 1,200 pupils in 15 schools, to determine the relative effectiveness and the respective merits of the plans. The Barnes, Stone, and McCall methods were used. The results of the Stanford reading examination were inconclusive as to the relative effectiveness of the readers used. The results of the Gates test of reading to understand precise directions indicate that the Stone materials and methods are more effective in this function than those of the other two methods. Teacher preference was in favor of the Stone materials and methods. Those using the McCall and Barnes usually preferred the McCall. The percentage of pupils using the McCall plan who preferred it to the method paired with it was larger than for either of the other plans. Different elements are determining factors in the preferences of different children.
832. Robinson, Ruth. Comparative analysis of the vocabularies of three groups of primers. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 174 p. ms.  
A study to determine the changes that have taken place in primer vocabularies over a period of approximately 60 years. Findings: (1) The number of running words that enter into make-up of primer vocabularies almost doubled during the first decade of the twentieth century, after which a comparatively small decrease occurred; (2) there has been a decided decrease in the percentage of different words found in primer vocabularies; (3) there has gradually come to be less variation in the length of primer vocabularies, both in running words and in different words; (4) there is evidence of increased uniformity of plan in the selections of recent primer vocabularies, however, there are yet wide variations in these selections; etc.
833. Ross, Russell C. A supervisory set-up for increasing rate and comprehension in reading with emphasis on comprehension. Master's thesis, 1930. University of Iowa, Iowa City. 125 p. ms.
834. Sand, Guri. A silent-reading survey of grades three to eight and a supervisory program in silent reading for one-teacher and larger rural schools of Traill county, N. D. Master's thesis, 1929. University of North Dakota, Grand Forks. 92 p. ms.
835. Santa Monica, Calif. City schools. Department of research. Detroit word-recognition test, grade 1-A. 1930. 3 p. ms. (Report, no. 28.)  
The test was given by the regular classroom teachers; scoring was done by teachers under supervision. Judging from the medians of this and the previous surveys it may be said that the general trend in first-grade reading is upward.

836. Scarborough, Mrs. Mary Griffin. Reading achievement as influenced by two types of reading programs. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 45 p. ms.

An experimental study in which one group of children used a wide range of material and the second group used a limited range of supplementary material. The findings indicate that the group using a wide range of material achieved more than the group having a limited range of material.

837. Selby, Elizabeth. The history of the printing and the illustrating of primers. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 38 p. ms.

An analysis of the available primers for each year of publication since the New England primer and a comparison of these primers reveal the romantic story of the growth and expansion in the art of bookmaking which has kept pace with the growth and development of the American nation.

838. Sibley, Martha. Individual reading method adapted to the grade readers for work type reading. Educational administration and supervision, 15: 441-47. September 1929.

The method of teaching reading described is concerned only with the work type of reading the purpose of which is the development of skill in the various elements that make up the total of reading ability. This method was put to experimental test in the Baltimore public school system, School number 97, grade three. The class consisted of 38 pupils in September 1927 and of 34 in February 1928.

839. Snapp, Charles Ross. Language inhibitions of the Slovak-speaking child in learning to read English. Master's thesis, 1930. University of Chicago, Chicago, Ill. 119 p. ms.

A study of the nature of reading difficulties of children of grades 1-3. The Slovak-speaking group were compared with the English group to determine the nature of their difficulties. Conclusions: A measure of inhibition is present for the Slovak child that is not encountered by the English child.

840. Staats, Pauline G. The criteria for vocabulary in beginning reading. Master's thesis, 1930. University of Iowa, Iowa City. 172 p. ms.

841. Stoker, Edith M. Improvement in reading in intermediate grades (4, 5, 6) Paducah, Ky., Public schools, 1930. 6 p.

Survey in reading was made in March 1929, remedial work was carried on in 1929-1930; and another survey made in March 1930; comparisons were made. Improvement was found in all grades as follows: 4B grades, seven months; 4A grades, 12 months; 5B grades, six months; 5A grades, two months; 6B grades, two years, six months; 6A grades, one year, four months.

842. Stone, Clarence B. A non-reader learns to read. Elementary school journal, 30: 142-46, October 1929.

A study of George, seven year and nine months old, who was a non-reader at the end of two years in the first and second grades, indicates that poor readers need simple materials. The best method for pupils who experience difficulty in learning and remembering words is a thought-test method, in which the child reads for meaning with a strong interest appeal and in which there is a constant requirement for independent recognition of words in simple comprehension exercises and tests.

843. Strauss, Marion. Work type reading in the upper and middle grades of the elementary school. Master's thesis, 1930. New York university, New York, N. Y.

844. Thompson, K. L. Reading levels in Jersey City. 1930. Public schools, Jersey City, N. J. 25 p.

845. Tireman, L. S. Reading in the elementary schools of New Mexico. Elementary school journal, 30: 621-26, April 1930.

A survey of reading in the elementary schools of New Mexico during the school year 1928-1929, carried out under the direction of the University of New Mexico presents a grave situation. It showed that the reading ability of pupils in New Mexico is not up to standard; that Spanish-speaking children are farther below the standard than are the

English-speaking children; that a proper program in reading would do much to improve the present situation; and that more reading facilities should be provided both for the Spanish-speaking pupils and for the English-speaking pupils.

846. **Townsend, George Wilson.** The effect of punctuation upon comprehension. A four part rotation experiment in punctuation. Master's thesis, 1930. University of Pittsburgh. Pittsburgh, Pa. University of Pittsburgh bulletin, 27: 398-99, November 1930. (Abstract)

847. **Voorhis, Thelma Grady.** Comparison of the relative influence of the manuscript and cursive writing on beginning reading. 1930. Teachers college, Columbia university, New York, N. Y. 60 p. ms.

A summary of previous investigations in manuscript writing together with a report of an experimental study conducted in six first grade classes in a public school for one school year in an attempt to determine what influence, if any, the choice of type of handwriting, that is, cursive or manuscript, has on beginning reading.

848. **Walter, Ralph.** Reading survey of the New Rochelle public schools. 1930. Public schools, New Rochelle, N. Y. 3 p. ms.

A study undertaken to examine the reading status of the schools and make recommendations for improving the reading work. Findings: (1) Children of superior and average intelligence show satisfactory reading work; (2) children of inferior intelligence are not being raised above their intelligence level.

849. **Ward, Gladys.** A critique of studies in reading rates, silent and oral. Master's thesis, 1929. University of Iowa, Iowa City.

850. **Watson, Goodwin and Newcomb, Theodore M.** Improving reading ability among teachers college students. Teachers college record, 31: 535-39, March 1930.

An experiment carried on in a class of about 200 graduate students coming to Teachers college on Saturday mornings for a general introductory course in educational psychology. From the study it was found that the average student in this class can, by paying conscious attention to speeding up his reading, read 15 to 20 per cent more material of a given kind in a ten-minute period after six ten-minute periods of practice distributed over a week.

851. **Watson, John Leonard.** Relation of intelligence to reading ability in the fourth grade. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 25 p. ms.

852. **Wharton, Harriet Lewis.** A program for the improvement of reading in Bedford county. Master's thesis, 1929. University of Virginia, Charlottesville.

853. **Williams, Allan J.** (Buffalo, N. Y.) Evaluating reading material. [1930]

A study of 3,500 pupils in Buffalo public schools, giving a list of 27 primary readers with grade scores showing range of difficulty.

854. **Witty, Paul A. and LaBrant, Lou L.** Vocabulary and reading. School and society, 31: 268-72, February 22, 1930.

The vocabulary used by five classes of upperclassmen and five classes of freshmen enrolled in the School of education and the College of liberal arts of the University of Kansas were studied. A total of 340 compositions and a like number of vocabulary tests were obtained. An analysis was made of the vocabulary content of 12 well known books. Conclusions: Elements other than vocabulary determine the choice of reading materials for persons over 14 years of age; the problem of vocabulary development may have received too much emphasis.

855. **Young, William Ernest.** The relation of comprehension and retention in reading to comprehension and retention in hearing. Doctor's thesis, 1930. University of Iowa; Iowa City. 34 p. ms.

See also 227, 288, 338, 427, 580, 589, 651-652, 661, 691, 1237, 1247, 1265, 1426, 1429, 1610, 1989, 2331, 2823, 2878, 2917, 3098, 4531.

## HANDWRITING

856. **Anderson, Earle.** A study of the teaching of handwriting in rural schools of Harper county, Kansas. Master's thesis, 1930. University of Kansas, Lawrence.

857. **Barber, Lucille L.** (Cortland, N. Y.) Study elements in handwriting. [1930]

858. **Boling, M. M.** Junior high school course of study, handwriting. 1929. Wilson teachers college, Washington, D. C. 6 p. ms.

859. **Conard, Edith U. and Offerman, Elizabeth J.** A test of speed and quality in manuscript writing as learned by adults. Teachers college record, 31: 449-67, February 1930.

860. **Gray, William Henry.** An experimental comparison of the movements in manuscript writing and cursive writing. Journal of educational psychology, 21: 259-72, April 1930.

The movements executed by writers trained in manuscript and in cursive writing were compared and analyzed. The writing of 10 adults and 20 children were studied. The results of the investigation indicate that the differences between manuscript writing and cursive writing are chiefly in the speed changes which take place within the writing.

861. **Guiler, Walter Scribner.** Improving handwriting ability. Elementary school journal, 30: 56-62, September 1929.

A 12 weeks field project to improve rate and quality of handwriting was given in a mixed class of seventh-and-eighth grade pupils in the Ross township centralized school, Greene county, Ohio. Handwriting difficulties were studied for individual and group needs, and the difficulties analyzed. Remedial work was given in individualized group instruction. There was a marked variation in the amount of improvement in quality made by individual pupils. Attitude of both teacher and pupils was changed. The teacher realized the importance of diagnosis and analysis in overcoming handwriting faults; pupils were convinced that handwriting can be greatly improved by concentrating effort at points of difficulty.

862. **Lehning, Beatrice L.** The preparation and testing of a remedial method in handwriting. Master's thesis, 1930. University of Iowa, Iowa City. 226 p. ms.

863. **Lingren, Gilbert O.** The diagnosis and improvement of handwriting in the intermediate grades of the Hope public schools. Master's thesis, 1930. University of North Dakota, University.

864. **Madeira, Charles Calvin.** The social significance of the Zaner Freeman system of teaching handwriting. Master's thesis, 1929. New York university, New York, N. Y. 122 p. ms.

865. **Muncie, Ind. Public schools.** Department of educational research. Report of results on handwriting test, grades 3B-6A. 1930. 5 p. (Bulletin no. 38.)

The main purposes of the testing were to aid teachers of handwriting in discovering individual pupil weaknesses and individual difficulties to use as a basis of remedial teaching procedure.

866. **Nash, H. B.** Survey of handwriting. 1929. Public schools, West Allis, Wis.

867. **Newland, T. Ernest.** A study of the specific illegibilities found in the writing of Arabic numerals. Journal of educational research, 21: 177-85, March 1930.

868. **Philadelphia, Pa. Public schools.** Division of educational research. Handwriting survey. 1929. 6 p. ms. (Bulletin, no. 144.)

869. \_\_\_\_\_ Handwriting test. 1929. 5 p. ms. (Bulletin, no. 136.)

870. Prewit, Irene and Manuel, Herschel T. Differences in the handwriting of supervised and unsupervised pupils. *School and society*, 31: 297-98, March 1, 1930.

Twenty thousand specimens of handwriting were collected in May 1928 from 35 school systems in seven states. In every grade the quality of writing of the supervised schools is superior to that of the unsupervised schools. Supervision seems to keep a better balance between speed and quality.

871. Ryan, Michael J. Bibliography of handwriting. 1930. Peirce school of business administration, Philadelphia, Pa. 28 p. ms.

872. Shaw, Lena, and Crumpton, Claudia E. Attitude of the child in matters of skill. *Elementary school journal*, 30: 218-22, November 1929.

A handwriting experiment was carried on in the Hutchins intermediate school, Detroit. All of the students were given a handwriting test made by pupils of higher intelligence in several classes. Findings: All pupils improved in both rate and quality of writing when legibility was motivated through English and other classes in the school; pupils 11, 12, 13, and 14 years of age consistently improved in rate and quality with each succeeding semester. Eleven year old pupils made the most progress. An attitude conducive to improvement in a skill may be developed chiefly by placing the responsibility for improvement on the pupils. Attitude is a potent factor in the development of a skill.

873. Turner, Olive G. Comparative legibility and speed of manuscript and cursive handwriting. *Elementary school journal*, 30: 780-86, June 1930.

Specimens of both types of writing from grade six of the Winnetka, Ill., public schools; specimens of cursive writing in grades two through five from public schools in Kalamazoo, Mich.; and specimens of manuscript writing from grades two through five in public schools of Paw Paw, Mich., were secured. Writing was studied for ease of reading, legibility, economy of line space, and rate of writing. Data indicate that in legibility manuscript writing had a significant margin of superiority as compared with cursive writing; in rate of production, manuscript writing exceeded the norms established for the grades studied, except grade two.

874. West, Paul V. The American handwriting scale, and manual for the American handwriting scale. New York, A. N. Palmer company, 1929.

See also 784, 847.

#### SPELLING

875. Abernethy, Ethel M. Photographic records of eye-movements in studying spelling. *Journal of educational psychology*, 20: 695-701, December 1929.

Eight pupils in grade 6 of the University of Chicago elementary school, and four graduate students of the University were the subjects of a study to investigate the relation between the method of learning to spell, as indicated by photographic records of eye-movements, and efficiency in learning. Findings: Adults have a broader recognition span, are decidedly briefer in the duration of fixations and make fewer regressive movements.

876. Archer, Clifford P. Saving time in spelling instruction. *Journal of educational research*, 20: 122-31, September 1929.

In order to throw some light on the problem of what effect the study of one word has upon another in all types of conditions and complexities, the writer planned and conducted a series of three experiments. In this article the experiments are described, and a few results and conclusions are given.

877. ——— Shall we teach spelling by rule? *Elementary English review*, 7: 61-63, March 1930.

Reports an experiment with 150 children in teaching one rule in spelling. Findings: The method of teaching the rule is important. It assists in learning to spell when properly taught.

878. ——— Transfer of training in spelling. Iowa City, The University, 1930. 63 p. (University of Iowa studies, first ser., no. 180, June 1, 1930. *Studies in education*, vol. 5, no. 5)

Bibliography: p. 61-62.

In this investigation three different types of words were selected which differ with respect to the method of adding the suffix "ing." The data presented furnish quite

conclusive evidence of positive transfer of about equal amounts between the base forms of words, the *s* forms, the *ed* forms, and the *ing* forms. No significant differences between the transfer of ability of boys and girls were found.

879. **Atkins, Samuel.** The learning indices and study methods of school children in spelling. Master's thesis, 1930. University of Minnesota, Minneapolis.

880. **Beatty, C. Evelyn.** The relative effectiveness of two different methods of word-drill. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. University of Pittsburgh bulletin, 27: 221-222, November 1930. (Abstract)

881. **Bixler, Harold H.** High school spelling test, forms 1, 2, 3, 4. Atlanta, Ga., Smith Hammond and company, 1929. 4 p.

882. **Book, William F.** How a special disability in spelling was diagnosed and corrected. Journal of applied psychology, 13: 378-93, August 1929.

883. **Carr, Rose and Finegan, Hazel A.** An experiment in spelling. Los Angeles educational research bulletin, 9: 7-10, December 1929.

The Los Angeles spelling dictionary contains 1,500 words most frequently used in writing. It was given two try-outs with a reduction in misspellings. It is recommended that the spelling dictionary be made available for general use in schools.

\*884. **Carroll, Herbert A.** Generalization of bright and dull children: A comparative study with special reference to spelling. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1930. 54 p. (Contributions to education no. 439)

885. **Clark, Cora Turnidge.** The psychology and pedagogy of spelling—a review, with suggestions for a new method of approach. Master's thesis [1930]. University of Oregon, Eugene. 71 p. ms.

886. **Clingman, Rena.** The status of spelling in the village and rural schools of Nebraska. Educational research record (University of Nebraska), 3: 15-20, October 1929.

The author secured the names of the spellers in use from 41 county superintendents in Nebraska. She found a significant lack of uniformity in the spelling material used, and in the number of words to be learned.

887. **Distad, H. W. and Davis, Eva M.** A comparison of column-dictation and sentence dictation spelling with respect to acquisition of meaning of words. Journal of educational research, 20: 352-59, December 1929.

This study shows the superiority of sentence-dictation spelling over column dictation spelling in teaching the meaning of words.

888. **Feeney, Margaret Marcelline.** A re-allocation of the words in the Chicago spelling list. Master's thesis, 1930. Loyola university, Chicago, Ill. 60 p. ms.

889. **Ferrell, G. B.** An analytical study of the Iowa English essentials spelling test. Master's thesis, 1930. University of Iowa, Iowa City. 117 p. ms.

890. **Foran, T. G.** The form of spelling tests. Washington, D. C., Catholic education press, 1929. 24 p. (Catholic university of America, Educational research bulletins, vol. 4, no. 8, October 1929)

891. ——— and **Rock, Robert T., jr.** An annotated bibliography of studies relating to spelling: supplement no. 1. Washington, D. C., Catholic education press, 1930. 24 p. (Catholic university of America, Educational research bulletins, vol. 5, no. 1, January 1930)

The authors have endeavored to list all investigations reported during 1928 and 1929. The supplement contains numerous references to unpublished master's essays and doctor's dissertations. Attention has been called to special types of studies by a brief description of them in the foreword.

892. **Greenwood, Forest O.** A study of spelling difficulty on a high school senior level. Master's thesis. 1929. University of Iowa, Iowa City. 221 p. ms.

893. **Guiler, Walter Scribner.** Improving ability in spelling. Elementary school journal, 30: 594-603, April, 1930.

An effort was made to improve the ability to spell in fifth grade pupils in the public schools of Bellbrook, Ohio. A preliminary study of spelling ability of the class was made. Words in common use which were difficult for the pupils to spell, were discovered, and recorded, and spelling difficulties were analyzed. Data indicate that different parts of the same word may be difficult for different pupils; each pupil should be able to give attention to words he finds difficult; instruction and study should be focused at points of difficulty; intelligence seems to bear no significant relation to ability to spell.

894. ——— Validation of methods of testing spelling. Journal of educational research, 20: 181-89, October 1929.

895. **Gunn, H. M.** A study of differences between the test-study method and the study-test method in the teaching of spelling in grade 4A. In Portland elementary principals' association. First yearbook, 1930. p. 25-29.

Fifteen pupils of grade 4A were given the test-study method of teaching spelling, the other 15 were given the study-test method. The results seem to indicate that the study-test method was slightly superior, although either method seems to work satisfactorily if carefully followed and properly used.

896. **Hays, Martha L.** Spelling ability of normal training students in Iowa. Master's thesis. 1930. University of Iowa, Iowa City. 68 p. ms.

897. **Hodges, Myra.** A comparative study of spelling lists. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 75 p. ms.

Five spelling lists for grades 4, 5, and 6 were compared: Spell-to-write, Jones, Hew Merrill, Horn-Ashbaugh, and Broad-French lists were studied. 5,687 different words were found in the five lists; 422 different words were common to all lists, 753 were found in four lists, 895 in three lists, 1,309 in two lists, and 2,308, or 40.4% of the different words occurred in only one list.

898. **Livingston, Marion F.** The progress in simplified spelling. Master's thesis, 1930. University of Iowa, Iowa City. 121 p. ms.

899. **McCormick, Burton D., Coxe, Warren W. and others.** Spelling syllabus for elementary schools. Albany, N. Y., State education department. 1929. 48 p.

The syllabus covers the second through the eighth grades.

900. **McLeod, Laurence S.** The interrelations of speed, accuracy and difficulty. Journal of experimental psychology, 12: 431-43, October 1929.

Six hundred and sixty-five spelling words of various degrees of difficulty were given to 75 undergraduate college students. Data secured from the dictation of these words, were treated statistically. Findings: Individuals are likely to maintain at various levels of difficulty approximately the same relative speed. They tend to keep constant their relative standing in accuracy for the various levels of difficulty. There is a positive correlation between individual standing in accuracy for all words. At the level of difficult words there appears to be no correlation between speed and accuracy.

901. **Mason, Francis W.** A study of certain sound letter confusions in spelling in grades 2 to 6. Master's thesis, 1930. University of Iowa, Iowa City. 46 p. ms.

902. **Mendenhall, James E.** An analysis of spelling errors, a study of factors associated with word difficulty. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1930. 65 p.

Pupils in Public school 165, Manhattan, New York, N. Y. were tested. From 300 to 500 words were given to about 100 pupils at each grade level; list of words given was one grade level above that of pupils tested. It was found that omission of letters and substitution of letters are most prominent types of errors; the hard spot of a word is located either at the center or right of center; early syllables of a word are consistently easier to spell than later syllables. The principal source of spelling

difficulty rests with a few particular letters, singly or in combination, rather than with any general features of words such as length, etc. The writer suggests grouping words according to common visual elements and common errors.

903. **Monroe, Mich.** Public schools. Course of study in spelling, grades 1-6. 1930. 16 p. ms.

904. **Moore, W. M.** A critical study of "The teacher's word book." Master's thesis, 1930. University of Kansas, Lawrence.

905. **Muncie, Ind.** Public schools. Department of educational research. Report of survey test in spelling, March 1930. Grades 2B to 12A. 7 p. (Bulletin no. 37)

The purpose of these tests is to point out to teachers specific difficulties which children are having in their spelling in order that remedial work may be more effective.

906. **Patterson, M. Rose.** Second survey of spelling in all junior high schools. 1930. Public schools, Baltimore, Md. 36 p. ms.

As a result of this survey a list of "spelling demons" was compiled.

907. **Peterson, Evelyn F.** An analysis of spelling errors made by sixth grade pupils during one year's work in spelling. Master's thesis, 1930. University of Iowa, Iowa City. 408 p. ms.

908. **Prehm, Hazel.** A year's growth in spelling ability in grade 4. Master's thesis, 1930. University of Iowa, Iowa City. 234 p. ms.

909. **Bennick, Howard.** The relative effectiveness of the rhythmic and non-rhythmic methods of teaching spelling. Master's thesis, 1930. Stanford University, Stanford University, Calif. 200 p. ms.

A study of spelling in four elementary schools of Palo Alto, Calif. Findings: On the average pupils tend to learn and retain the spelling of words better when rhythmically grouped.

910. **Rowe, Clyde E.** Importance of two, three, four, and five letter combinations, on the basis of frequency in a word list. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. 169 p. ms. University of Pittsburgh bulletin, 27: 367-68, November 1930. (Abstract)

911. **Senour, A. C.** An investigation of the effectiveness of the test-teach-test type of spelling instruction. Elementary school journal, 30: 700-706, May 1930.

Words studied one week were tested after a lapse of a month and of four months. Test-teach-test type of spelling instruction is effective for there is a high percentage of retention of a high degree of achievement.

912. **Shosmaker, W. A.** Learning difficulty of words in spelling as related to initial per cent of error and forgetting. Minneapolis, Minn., Public schools, 1930.

Findings: Practically no relationship existed between the initial per cent of error of words and the learning difficulty of those words.

913. **Steinberg, David L.** Spelling—the individual method versus the class method of instruction. Educational method, 9: 485-91, May 1930.

An experiment was conducted to determine how the achievement of pupils in grades 5 and 6 of the William Welsh school in Philadelphia are affected by teaching spelling through an individual curriculum based on the pupils' own spelling errors or inabilities, as compared with the effect of teaching spelling through the usual class procedure. The students were organized into two pairs of parallel classes. One class was taught by the class method, the other by the individual method. After nine weeks the classes switched methods. In retention of spelling after a period of no practice, the individual method was superior. On the whole, a slight advantage seemed to exist in favor of the individual method.

914. **Stone, Clarence R.** The scientific method and the spelling textbook deficiencies of a home-made textbook. School and society, 31: 21-22, January 4, 1930.

The words in the California state speller are grouped into three lists. This article suggests a method of procedure and certain standards of general interest in studying and evaluating home-made spelling lists and commercially published textbooks in spelling.

915. Swanberg, Signe Olivia V. Locating the errors in spelling according to syllables and letters. Master's thesis, 1929. New York university, New York, N. Y. 148 p. ms.

\* 916. Thompson, Robert S. The effectiveness of modern spelling instruction. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1930. 81 p. (Contributions to education, no. 436)

An eighth-grade elementary school of about 1,800 pupils in Brooklyn, N. Y. was studied. The test-study method of instruction was used in teaching spelling. Data were secured in ordinary course of instruction; teachers kept a record of the number of times each word of assigned weekly list was misspelled. Data indicate that too many words are taught in elementary school; the superiority of the test-study method has been too much taken for granted; and that spelling lists contain too many easy words.

917. Tireman, L. S. Value of marking bad spots in spelling. Iowa City, University of Iowa, 1930. 48 p. (University of Iowa studies, first series no. 179, May 1930. Studies in education, vol. 5, no. 4)

Two lists of words which were equated on the basis of accuracy and number of hard spots were given to pupils in the fourth, sixth, and eighth grades. The hard spots were marked in one list and left unmarked in the other. Data from the study of a half million spellings by about 5,000 pupils, show that the pupils who studied words with the hard spots marked made poorer scores than those who studied lists with the hard spots unmarked.

918. Watters, Mrs. Garnette. Spelling in sentence dictation as compared with spelling in column dictation. Hamtramck, Mich., Public schools, 1930.

919. Wilson, Guy M. The purpose of a standardized test in spelling. Journal of educational research, 20: 319-26, December 1929.

The author gives a critical evaluation of the Stanford achievement test in spelling, revised 1929. He shows that the test fails "to serve the main curricular intent of the subject being taught," and that the test does not make for the best methods of teaching. Recent vocabulary studies tend to indicate that the vocabularies of grade children are in general less than 4,000 words, and that modern spelling texts are limiting their lists to the above number.

920. Zyve, Mrs. Claire T. An experimental study of spelling methods. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y.

Data were gathered from the two years controlled spelling study of 250 children in grades three through seven in the Fox Meadow school, Scarsdale, N. Y. Results indicated that teacher-directed study proved more efficient than individual study; use of list-context method gave better results than use of lists alone; when the best method was used additional home-work study was of no value in learning of words; use of a lantern for the presentation of words gave better results than the use of a blackboard; teacher-directed review gave better results than no review. The four methods had about equal significance in improving results.

See also 245, 387, 589, 781, 784, 804, 1003, 1989, 2292, 2823.

#### ENGLISH LANGUAGE

##### GRAMMAR AND COMPOSITION

921. Allen, C. F. Grade placement of language and grammar skills. Little Rock, Ark., Public schools, 1930. 84 p.

922. Allen, Mrs. Corrie Walker. A study of the characteristic errors in English made by high school students entering the University of Texas. Master's thesis, 1930. University of Texas, Austin.

923. Allen, Lucy C. The construction of individualized units of work for 11B English. 1930. Western Reserve university, Cleveland, Ohio.

924. Anderson, Alfhild Vivian. The adaptation of first year high school English textbooks to curriculum needs. Master's thesis, 1930. University of South Dakota, Vermillion. 82 p. ms.

925. Anderson, Mabel Lillian. The organization and administration of oral English in senior high schools. Master's thesis, 1930. University of Southern California, Los Angeles.

926. Ash, I. O. English in junior high school. Doctor's thesis, 1930. University of Cincinnati, Cincinnati, Ohio. 30 p.

927. Ashbaugh, Ernest James. Adjectives used by high school students. Educational research bulletin (Ohio state university), 8:273-75, September 11, 1929.

This study is based on an analysis of 100 letters written by girls in each Grade 7 to 11 inclusive. The writer thinks that neither the total vocabulary nor the descriptive terms justify an inference of poverty of language so often charged against high-school students.

928. ———. Junior and senior high school English. 1930. Ohio state university, Columbus.

An analysis of the letters of junior and senior high school pupils to their relatives and friends was made to determine the results of the teaching of composition and grammar upon English written outside the formal class. Age, sex, grade, and type of school which the pupil attended were considered.

929. Baker, Elizabeth W. A social basis for the teaching of elementary English language. Elementary school journal, 30:27-33, September 1929.

The uses which children have for language outside of school were studied in the elementary schools of Dallas, Texas. Data were studied from the standpoint of uses for spoken English; uses for written English; occasions or topics for conversation; occasions for uses of spoken English in courtesy. Data show that every child should have training in meeting the situations with which he is certain to be confronted and on the proper handling of which much of his success and happiness depends.

930. Banks, Frances L. A study of the achievement in correct English usage of high school pupils through diagnostic testing and remedial instruction. 1929. University of Pennsylvania, Philadelphia.

931. Barnes, Helen Lindley. Teaching high school pupils to write familiar essays. Master's thesis, 1929. Teachers college, Columbia university, New York. N. Y. 44 p. ms.

932. Barnes, Walter. Certain aspects of the language activities of children in the seventh, eighth, and ninth grades. Doctor's thesis, 1930. New York university, New York, N. Y. 194 p. ms.

A study of out-of-school language as far as it relates to language situations, types of language, topics, motives, children's evaluations of language, for the group, with sex, grade, and community variations. Findings: The language usages, practices, and activities of life differ greatly from the school objectives and curriculum in languages.

933. Barret, Martha Buckman. How to teach English to superior children. Master's thesis, 1930. University of Southern California, Los Angeles.

934. Batten, Ruth. Experiment in teaching grammar. 1930. West Virginia university, Morgantown.

935. Bennett, Ernestine. Experiment in the teaching of language in the fifth grade. Elementary school journal, 30:440-43, February 1930.

The experiment was carried on in the fifth grade in the Lee laboratory school of the University of Missouri during the 1929 summer session of the University. Seventeen children ranging in age from nine years and five months to 13 years and eight months were tested by the Charters diagnostic language tests, miscellaneous A, form 2, before and after the course in remedial work in language. The children were given from eight to 20 sentences to correct each day, with no instructions and no discussion of types of sentences given them. During the six weeks of experimentation the median of the class increased from that of Grade 3, two grades below the standard for the group, to that of Grade 6, one grade above the standard. Range in scores showed marked improvement.

936. Berger, Ruby, chairman. First poems by children in the Norfolk public schools, 1928-1929. Norfolk, Va., Public schools, 1929. 58 p.

937. Betzner, Jean. Content and form of original compositions dictated by children from five to eight years of age. Doctor's thesis, 1930. Teachers

college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1930. 53 p. (Contributions to education, no. 442)  
A collection of children's compositions, 1, 215 in number, supplied the data for this study.

938. **Bivins, Curtis L.** A study of high school English abilities in the standard rural schools of Davidson county: 1930. North Carolina state college, Raleigh.

Findings: High correlations were obtained between intelligence and English form and also between intelligence and composition ability. The students in Davidson county were found to be below standard in their English abilities; but this was probably due to such factors as poor average attendance, new consolidations, insufficient equipment, inexperienced teachers, heavy teaching load; short term of school, etc.

939. **Bloomfield, Eleanor V. M.** Problems and outcomes of creative writing in an industrial section. Master's thesis, 1930. New York university, New York, N. Y. 48 p. ms.

This experiment which was carried on for two years, with four classes, was to determine the advisability of attempting creative writing in a school whose children possessed no cultural background; and where many were handicapped with language difficulties and limited intelligence. Findings: Creative writing has strengthened the pupils' belief in self. It has encouraged him to self-expression. It has tended to build more desirable social attitudes, and to promote a more sympathetic understanding between the members of the group.

940. **Bontrager, O. Ray.** Pupil accuracy as related to certainty of response in a specific language test. Master's thesis, 1930. University of Iowa, Iowa City. 133 p. ms.

941. **Bowman, Lillie Myrtle.** Difficulties of high school pupils in written and oral English, as found by case-study methods. Master's thesis, 1930. University of California, Berkeley. 66 p. ms.

A study of first semester eleventh grade English pupils, to determine the specific English skills in which each pupil is lacking, the reasons for such lacks of skills, and how far the lack of each skill is common to the group. Findings: (1) Difficulties involve from 41 to 79 per cent of the pupils; (2) causes (carelessness, lack of interest, lack of proper guidance) indicate that much remedial work could be simply done.

942. **Boyer, Philip A. and Gordon, Hans C.** Comparative study of performance in written English at entrance to grade 9 and at graduation from high school. 1930. Public schools, Philadelphia, Pa. 13 p. ms.

943. **Bruffey, Aimes Matie.** The task of the high school critic teacher of English. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 65 p. ms.

944. **Bursch, Charles Wesley.** The technique and results of an analysis of the teaching process in high school English and social science classes. Doctor's thesis, 1930. Stanford university, Stanford University, Calif.

\* 945. **Bushnell, Paul P.** An analytical contrast of oral with written English. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1930. 87 p. (Contributions to education, no. 451)

Teachers of ten sections of tenth-grade English gave their pupils the same subject for both oral and written themes, which were later analyzed. In general, oral compositions are looser, more fluid, inaccurate and incoherent than the written. Considerable evidence is presented in the study to the effect that oral English at this level of maturity is not radically different from written, having its own distinctive merits and qualities, but that it is generally just a less precise, logical, integrated form of expression. No reliable sex differences appear.

946. **Butler, Bertha Irene.** Sentence errors made by pupils of the last high school grade. Master's thesis, 1929. New York university, New York, N. Y. 65 p.

947. Butterworth, Elmer Raymond. Mastery of punctuation usage as related to the rules. Master's thesis, 1930. University of Iowa, Iowa City. 65 p. ms.

948. Cannon, Rebecca Pruett. Course of study in junior 3 English. 1930. Alabama polytechnic institute, Auburn.

Complete unit and daily lesson plans for the direction of learning in classes of ninth grade English in the junior high school of Alabama.

949. Calvert, T. B. Report on the use of the Pressey diagnostic composition tests, form I. January 1930, Grades 7B-10B, inclusive. 1930. Public schools, Muncie, Ind. 9 p. ms. (Bulletin, no. 30.)

950. Commins, W. D. A factor in language ability. Journal of educational research, 21: 77-78, January 1930.

Auditory imagery as a factor in language ability.

951. Copenhaver, Mildred. A study of composition textbooks published from 1920 through 1929. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 55 p. ms.

A study of high-school composition textbooks advertised in the English journal from 1920 to 1929. Findings: Rank of topics according to the number of pages: grammar, 16.79; exposition, 10.13; composition, 9.88; narration, 9.25 per cent, etc.

952. Cummins, Anna Mary. An analysis of 189 poems written by children. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 138 p. ms.

Analysis of themes, stanza and verse forms, rhyme schemes, and diction of 189 poems by children from three to 11, inclusive, collected from various magazines. Findings: Principal themes in poems studied are nature, fairies, and mythology, childhood experiences. The most popular rhyme is the couplet. Only 35 of the poems studied are "free verse." The diction is not very different from that used by adult poets. A few words were coined outright, a few were given unusual uses; figures of speech are rare.

953. Craig, Seward Shively. Minimum essentials in English grammar and punctuation. Master's thesis, 1930. Indiana university, Bloomington. 100 p. ms.

954. Crawford, John Raymond. The drill content of certain practice exercises in language. Master's thesis, 1929. University of Iowa, Iowa City. 54 p. ms.

955. Crockett, Harry L. A series of manipulative tests in hand composition. Master's thesis, 1930. Colorado agricultural college, Fort Collins.

956. Cuff, Noel B. Vocabulary tests. Journal of educational psychology, 21: 212-20, March 1930.

Gives results of a specially prepared vocabulary test given to 1,110 subjects.

957. Dammrich, Ethel M. Experimental study in vitalized composition with children of the elementary grades. Master's thesis, 1929. New York university, New York, N. Y. 52 p.

958. Daringer, Helen Fern. A study of style in English composition. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1930. 56 p.

In order to discover what elements and qualities of style are generally taught in secondary schools 14 widely used high-school textbooks were analyzed and 41 elements and qualities grouped under good usage; clearness; force; beauty.

959. Davis, Orville Rhoads. The improvement of English in the Leesburg junior-senior high school. Master's thesis, 1929. University of Florida, Gainesville. 104 p. ms.

960. Discepola, Genevieve. The idiom and its teaching. Master's thesis, 1930. New York university, New York, N. Y.

961. Dolch, Edward William. Use of the dictionary. Elementary school journal, 30: 669-74, May 1930.

Four hundred and ninety-six superintendents and supervisors of schools answered a letter asking in which grade in the elementary school each pupil first should be provided with a dictionary. Almost two-thirds believe that pupils should be provided with dictionaries in grade 4; a little less than one-third believe that grade 5 is the proper grade. Superintendents are divided as to whether pupils can use dictionaries successfully in grade 4 or grade 5. Many superintendents report that systematic lessons in handling of the dictionary are given in grade 4.

962. Dubard, Mrs. Willie May. High school English in the southern state courses of study. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 223 p. ms.

A study of courses of study in high-school English for 14 southern states (1924-1930). Findings: In respect to form three types of courses of study were found. There was agreement in content, but variety of practice in organization and in grade placement of content. Content under method consists mainly of specifications of subject matter.

963. Edds, Jess Hobart. The measurement of verbal and non-verbal abilities. Doctor's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. Nashville, Tenn., George Peabody college for teachers, 1930. 34 p. (Contributions to education, no. 75)

Fifty-three college students and 140 high-school students were used in this study; seven tests were used to measure verbal and nonverbal abilities in the college group, and seven to measure the same abilities in the high-school group. Verbal and nonverbal abilities seemed to have little in common.

964. Fellows, John Ernest. The influence of theme reading and theme correction on eliminating technical errors in the written compositions of ninth-grade pupils. Doctor's thesis, 1930. University of Iowa, Iowa City. 254 p. ms.

965. ——— Theme-reading in written composition. School review, 38: 368-72, May 1930.

A check list was sent, in October 1929, to nearly 800 superintendents of schools in Iowa with the request that they be sent to the leading teacher of English in the secondary schools. One hundred and eighty-eight check lists were returned. Seventeen methods were reported in use. This study of methods used in reading themes is significant because it indicates the predominance of certain methods and the prevalence of the opinion that pupils should correct their themes.

966. Ferree, Helen M. A composition standard. 1929. Upper Darby high school, Upper Darby, Pa. 30 p. ms.

An evaluation of 400 papers, the selection of two or three to represent each of five grades, and an analysis of each of the selected papers.

967. ——— A forty-weeks course of study for sophomore oral English. 1929. Upper Darby high school, Upper Darby, Pa. 50 p. ms.

The development of 14 projects to teach oral expression, parliamentary procedure, and student initiative through a socialized organization.

968. Fitzgerald, James A. Abbreviations in language textbooks. Journal of educational research, 20: 229-31, October 1929.

Findings: Abbreviation skills are presented and taught with no apparent regularity in the textbooks studied; there is but little consistency in grade location of abbreviations in the textbooks; there is little agreement as to the most important and useful abbreviations; etc.

969. Foster, Guy L. An activity analysis in oral expression. Master's thesis, 1930. Indiana university, Bloomington. 66 p. ms.

970. Galloway, Norman Lochridge. Difficulties in the teaching of elementary English. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 107 p. ms.

971. Gardner, William J. The reliability of the Clapp-Young self-marking English tests. Master's thesis, 1930. University of Wisconsin, Madison.

972. **Garrison, Iola Elda.** The influence of the junior high school movement on the teaching of English. Master's thesis, 1930. University of Chicago, Chicago, Ill.

973. **Garrison, K. C.** The relationship between three different vocabulary abilities. North Carolina state college, Raleigh. Journal of educational research, 21: 43-45, January 1930.

Sixty-six third-grade pupils were given three tests to find out the different vocabulary abilities. The first test was designed to test a pupil's ability in choosing words that rhymed; the second test was one of word building, and the third was a simple vocabulary test. Girls proved to be superior in rhyming activity.

974. **Gaut, Gertrude Flinn.** Relative efficiency of direct and indirect method of teaching English vocabulary to Spanish speaking children at kindergarten age. Master's thesis, 1930. New Mexico normal university, Las Vegas. 111 p. ms.

A study to determine the relative efficiency of the direct as against the indirect method of teaching English vocabulary to Spanish speaking children of kindergarten age. Findings: Direct method was found to be more effective.

975. **Geyer, Ellen M.** Comparison of grammatical points in 14 tests in English. University of Pittsburgh school of education journal, 5: 148-55, June 1930.

An analysis of 14 tests used in testing freshmen in English in order to discover whether the points included were the result of careful experimentation and how much uniformity a comparison of a series of such tests chosen at random would show.

976. **Gilbert, Bonnie.** Teaching formal details of English by means of problems. Peabody journal of education, 7: 42-47, July 1929.

The author describes a diagnostic test, seven or more drills, and a progress test used in teaching English in the tenth and eleventh grades of a school for four years.

977. **Gilmore, Isabel E.** A study of the effectiveness of two methods of teaching punctuation. Master's thesis, 1930. University of Kansas, Lawrence.

978. **Goersy, Elsa F.** The departmental headship in English in high schools. Master's thesis, 1930. University of Nebraska, Lincoln.

An analysis of 127 departments of English in 93 cities having 30,000 or more people.

979. **Grabo, B. P.** A study of the comparative vocabularies of junior high school pupils in English and Italian speaking homes. [1930] Public schools, Schenectady, N. Y. 7 p. ms.

Two groups were matched for mental ability, one monoglot; the other bi-lingual, and a comparison was made of total English vocabularies and of total vocabularies, English and Italian. Findings: Total vocabularies English and Italian equal total vocabularies of American child. English vocabulary of bi-linguals was 33 per cent below monoglot.

980. **Gwinn, Clyde Wallace.** An experimental study of college classroom teaching: the question-and-answer method versus the lecture method of teaching college English. Doctor's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. Nashville, Tenn. George Peabody college for teachers, 1930. 135 p. (Contributions to education, no. 76)

Ninety-eight students were involved in this study, 49 in each group. Conclusions: It would seem that college students of superior intelligence have somewhat better chance of acquiring knowledge of factual materials in college English when such materials have been presented by means of the lecture method; and students of the lower quartile in intelligence appear to accomplish more when the material is presented by the lecture method.

981. **Haas, Fredericka M.** The minimum essentials test as a means of sectioning in freshman English. Master's thesis, 1930. Syracuse university, Syracuse, N. Y.

Findings: The minimum essential test as given to freshmen at Syracuse university is not an adequate means of sectioning these freshmen according to their composition ability.

982. **Hall, T. O.** A study in letters of application. [1930] George Peabody college for teachers, Nashville, Tenn.

Errors, punctuation, grammar and irregularities of letter form were studied. Findings: (1) The greatest number of errors was in the use of the comma; (2) the least number in the use of parentheses.

983. **Harap, Henry.** The most common grammatical errors. Western Reserve university, Cleveland, Ohio. English Journal (High school and college edition), 19: 440-46, June 1930.

A study to determine the most common grammatical errors. Thirty-three studies of the common grammatical errors in written and oral speech were analyzed and a composite list of 100 errors was made.

984. **Harriman, Philip Lawrence.** The consistency of errors in the punctuation of high-school graduates. Doctor's thesis, 1930. New York university, New York, N. Y. 122 p. ms.

Location of specific errors in correcting sentences containing similar grammatical constructions and involving similar usages. Findings: Objective evidences of confusions and misunderstandings in the application of accepted principles in punctuating.

985. **Harris, Helen Constance.** The development of language ability during the elementary school period. Master's thesis, 1930. University of Chicago, Chicago, Ill. 106 p. ms.

The structural elements in the language of the reading materials and the written compositions of children in the first six elementary school grades were studied. Findings: Certain characteristics of the structural elements of the language used are indicative of periods in the development of ability in reading and in written composition during the elementary school period; the development of ability in reading proceeds at a more rapid rate and, if judged by the same standards, reaches a higher level of maturity than the ability in written composition by the end of this period.

986. **Harris, Musa P.** Growth in language ability in relation to intelligence. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 55 p. ms.

Children of the third, fourth, and fifth grades from five consolidated schools in Escambia county, Alabama, were studied. Findings: With special training there is marked growth in achievement over a period of time as compared with intelligence.

987. **Hartsock, Florence I.** A comparative study of high school dictionaries. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 65 p. ms.

Covers the use of four dictionaries in one school. Findings: High school students consult the dictionary for definition, pronunciation, and spelling. It is impossible to prove one dictionary superior to the others.

988. **Hartson, L. D.** A five year study of objective tests for sectioning courses in English composition. Journal of applied psychology, 14: 202-10, June 1930.

A number of objective tests in English composition were given to freshmen at Oberlin college. The tests which furnish the best basis for predicting final grades in composition were those for the most mechanical of the elements involved in the work. The tests provide data which would make possible a homogeneous grouping of the students in the course.

989. **Hasbrouck, M. Josephine.** An evaluation of the oral versus the written method of teaching sentence structure in the eleventh year. Master's thesis, 1930. Syracuse university, Syracuse, N. Y.

Under the conditions of this study the indications are that either the oral or the written method may be used to almost equal advantage. Probably both methods should be employed in all classes so that other benefits may be coincident.

990. **Haworth, Floyd E.** A critical study of certain testing techniques in language usage. Master's thesis, 1930. University of Iowa, Iowa City. 34 p. ms.

991. Hershey, Josephine L. A survey of texts and materials suitable for use in high school English course. Upper Darby high school, Upper Darby, Pa. 75 p. ms.

An inspection and valuation of 200 English textbooks.

992. Hiney, Clarabelle Fentem. The effects of irregularity in school attendance upon the composition abilities of high-school pupils. Master's thesis, 1930. University of Chicago, Chicago, Ill.

993. Hoefler, Lehman. The aims of first year English at the college level. Master's thesis, 1930. Catholic university of America, Washington, D. C. 42 p. ms.

994. Holmes, Maybel M. Tested procedures in creative writing for grades 6, 7, and 8. Master's thesis, 1930. New York university, New York, N. Y. 40 p. ms.

Explanation of methods used, data collected, and conclusions reached in experimenting with creative (prose) writing in grades 6, 7, and 8. Findings: Children, whether bright or dull, can write of their own experiences with originality, when sympathetically guided.

995. Huff, Emily A. Comparative vocabulary study. Master's thesis, 1930. Washington university, St. Louis, Mo.

\* 996. Hwang, Pu. Errors and improvements in rating English compositions by means of a composition scale. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1930. 67 p. (Contributions to education, no. 417)

Two composition scales were used in this study: the Hudelson English composition scale and the Van Wagenen narration scale. The results of this study seem to indicate that the best condition of rating English compositions by means of a composition scale, from the standpoint of reliability, is to rate compositions written on similar topics, showing a wide range of quality, with an objective scale of the general merit type.

997. Indiana. Department of public instruction. Chart of expected outcomes in oral and written expression, grades K-8. Indianapolis, 1930.

998. Jaffe, Philip. A critical study of the New York City grammar syllabus—1928. Master's thesis, 1930. College of the City of New York, New York, N. Y. 64 p. ms.

An evaluation of the content and suggested procedure in the light of scientific studies.

999. Johnson, Inez. The relation of grammatical and structural errors to spoken and written composition. Master's thesis, 1930. University of Kansas, Lawrence.

1000. Johnson, Ruth Virginia. The development and evaluation of certain tests of language information. Doctor's thesis, 1929. Ohio state university, Columbus. 141 p. ms.

Investigation of background information needed for success in high school and college English and foreign language courses, and the development of diagnostic tests to facilitate location and remedy of deficiencies in previous preparation for such courses. Diagnostic tests, functional in nature, were developed, based on the 27 concepts found to constitute the minimum essentials. Results of the test, given to 835 students (grade 7 through college) showed remedial work to be needed at every grade level. Reliability of the test, as found by correlation of total score on form A with total score on form B, for 263 high school students, was  $.91 \pm .01$ .

1001. King, Patti Batey. Growth in language as shown by Wilson language error test. 1930. George Peabody college for teachers, Nashville, Tenn. 58 p. ms.

An unselected group of grade 6 pupils were measured three times during a school year by use of the Wilson language error test. On each story the median of the group was above standard; the group grew more than a year from October to May. Pupils with high IQ's began above standard; those with IQ's less than 100 began below standard; but they grew more than two years during the testing period.

1002. Kirkpatrick, Betty J. Relationship of reading ability and success in high school English in the junior class of the Milne-high school. Master's thesis, 1930. New York state college for teachers, Albany.  
Correlations show a significant positive relationship.
1003. Koch, Merle I. and Morley, Elizabeth. A manual of style. Upper Darby high school, Upper Darby, Pa. 20 p. ms.  
A preliminary study of current practice in spelling, punctuation, and mechanics in general.
1004. Kopf, Helen M. High school students knowledge of the personal pronoun declension. 1930. Piqua high school, Piqua, Ohio.  
A study to determine if pupils from rural districts are as well prepared in English grammar as city pupils. Findings: City pupils in all grades of the high school have a much better knowledge of the subject.
1005. Landale, Jean. Technique of teaching English to special classes at South high school. 1930. University of Omaha, Omaha, Nebr.  
Outlines the techniques used for selection of students for special English classes at South high school, describes modifications of the English course of study to meet the needs of the special group selected, describes the special methods employed for teaching the special group in English, and draws objective conclusions from tests and numbers retained as to value of such a course in English.
1006. Lansdowne, Katie. Grade placements of the elements of formal grammar. Master's thesis, 1930. University of Wichita, Wichita, Kans. 67 p. ms.
- \*1007. Leonard, J. Paul. Practice exercises in teaching capitalization and punctuation. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1930. 78 p. (Contributions to education, no. 372)  
A summary of this study is printed in the Journal of educational research: 21: 186-90, March 1930.  
Punctuation and capitalization for junior high school levels are taken up in this study. Findings: The use of practice exercises to teach punctuation and capitalization is an effective and economical method of teaching children to punctuate their own compositions. The learning gained is of a permanent nature.
1008. Loch, Ethel Douglas. A comparison of the achievement of rural and urban freshmen of the Cherokee county community high school in the mechanics of composition. Master's thesis, 1929. University of Kansas, Lawrence.
1009. Lowrey, Sarah Goodwin. An evaluation of English texts for non-English using adults. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. University of Pittsburgh bulletin, 27: 324-25, November 1930. (Abstract)
1010. McCall, Maude R. Minimum requirements for junior high school English. Master's thesis, 1929. University of Florida, Gainesville.
1011. McIntire, Mary. A course of study in written composition for grade 8. Master's thesis, 1929. Teachers college, Columbia university, New York, N. Y. 52 p. ms.
1012. Manuel, Dewey. The value of the H. H. Young vocabulary classification test. Master's thesis, 1929. Indiana university, Bloomington. 29 p. ms.
1013. Martin, William Henry. The writing vocabulary of the pupils of the senior high school. Master's thesis, 1930. University of Oklahoma, Norman. 18 p. ms.  
A study to determine the vocabulary of pupils of the senior high school and to compare this vocabulary with other vocabulary lists. The 1,000 most frequently used words are listed and the frequency placement indicated for each word. These lists are compared with the Thorndike and the Horn lists. There is a rather striking disagreement between the lists. In grade 10 the author and Thorndike agree in the first 10 on only 321 words, the author and Horn agree on only 241 words; in grade 9 the author and Thorndike agree on only 374 words and Horn on only 341; in grade 11 the author agrees with Thorndike on 380 and with Horn on 380 words.

1014. **Marye, Mary E.** A form for rating textbooks in English composition prepared for the ninth and tenth grades. *School review*, 38: 124-37, February 1930.

From textbook analysis, questionnaires to English teachers, recent courses of study, and authoritative opinion, was deducted a rating form reflecting the materials and methods which seem at present the most effective to be incorporated in an English composition textbook for the first and second years of high school. The rating form is divided into ten sections, each of which contains detailed, objective criteria for judging the book. The real value of the scale is in the specific information that results from a critical analysis of a book on the basis of objective criteria and the measuring of its excellence against established standards.

1015. **Minning, Jeannette Pottenger.** A study of general language courses in the junior high school. Master's thesis, 1930. University of Cincinnati, Cincinnati, Ohio. 57 p. ms.

In order to coordinate opinion and fact as to the significance of the general language movement in the junior high school, a study was made of the prevalence, aims, content and organization, value of available textbooks, and the probable future of general language courses in the junior high school. Findings: Growth of general language courses has been steady since 1921 and rapid since 1926. The trend is definitely toward the cultural aspect of general language, with exploratory and prognostic aims secondary. There is little uniformity in organization except that the course is offered in the eighth grade and is most satisfactory when one year in length. The few textbooks available are results of experiments performed in school systems. A number of questions which need further study are indicated.

1016. **Moran, Anna Mae.** Relationship between per cents of different parts of speech used in written compositions and higher mental abilities. 1930. North Carolina state college, Raleigh.

Study shows a reliable but low positive correlation existing between the frequency of use of connection and higher mental ability. Boys use more articles than girls, while girls use more modifiers than boys. This study was made with the seventh and eighth grade groups in Raleigh.

1017. **Nash, H. B. and Bush, Fred B.** Mastery of minimum essentials in English grammar. *Journal of educational research*, 21: 309-14, April 1930.

Describes a program of work carried out in the West Allis junior high school in order to determine the place and value of grammar in the junior high school.

1018. **Neblick, Mary Edith.** An investigation of the value of the laboratory method in teaching composition in the ninth grade. Master's thesis, 1930. University of Chicago, Chicago, Ill.

An investigation by the comparative method of parallel classes contains a detailed description of methods of the two classes and a statement of results followed by interpretation and pedagogical conclusions.

1019. **Newkirk, Mary.** A case study of the oral language habits of a selected group of young children. Master's thesis, 1930. University of Iowa, Iowa City. 179 p. ms.

1020. **Noel, Paul K.** A suggested study for the correction of language errors grades 1-9. Upper Darby high school, Upper Darby, Pa.

1021. **Norton, Winona M.** The skills involved in sentence recognition. Master's thesis [1930] University of Denver, Denver, Colo.

Involves an inventory and analysis of the types of difficulties met in sentence formation. Tests were given at 7B, 10B, and 12B grade levels to determine difficulties in sentence recognition and progress made between these three grades.

1022. **O'Reilly, Anna E.** A study of a public day class in English and citizenship in New York City. Master's thesis, 1930. New York university, New York, N. Y. 60 p. ms.

1023. **Osburn, W. J.** A study of the content of textbooks in English. [1930] State department of education, Columbus, Ohio.

\* 1024. **O'Shea, Harriet Estabrooks.** A study of the effect of the interest of a passage on learning vocabulary. Doctor's thesis, 1930. Teachers college

- Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1930. 122 p. (Contributions to education, no. 351)
- The subjects for this experiment were children in the fifth, sixth, seventh, and eighth grades in public schools. The evidence produced suggests that perhaps the final conclusion should be that mild interest in a reading passage is more favorable to vocabulary improvement than either great or little interest. There were some indications that children ranked closer to their intelligence level in their amount of improvement in vocabulary on a given book as the intensity of their interest in the reading increased.
1025. **Palmer, L. Rosan.** Language errors in the written composition of rural pupils. Master's thesis, 1930. University of Iowa, Iowa City. 56 p. ms.
1026. **Parker, Clara May.** The development of textbooks in English grammar for secondary schools in relation to the Latin tradition: a history of method as revealed by textbooks of the sixteenth, seventeenth, and eighteenth centuries. Doctor's thesis, 1930. University of Texas, Austin.
1027. **Parker, Fred B.** A course of study in twelfth grade English as determined by the use of functional analysis. Master's thesis, 1930. University of California, Berkeley. 40 p. ms.
1028. **Parkman, Mary R.** A handbook for teachers (to accompany Shepherd-Parkman language series) Indianapolis, Bobbs Merrill company, 1929. 205 p. Methods for vitalizing composition and correct usage teaching in intermediate grades were tested with groups of varying abilities and incorporated in texts entitled: Guide book for language, 3-4; Language ways, 5 and 6; and handbook for teachers.
1029. **Pavey, Mary Christine.** Discrimination difficulties in the learning of tense forms in irregular verbs and of case forms of pronouns. Doctor's thesis, 1930. University of Chicago, Chicago, Ill.
1030. **Perryman, Virginia.** A study in formation of grammar concepts. 1930. West Virginia university, Morgantown.
1031. **Phillips, Alma Wilson.** The relative importance of French and Latin in English vocabulary. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 178 p. ms.
1032. **Pittsburgh, Pa. Public schools.** Department of curriculum study and research. A study of language errors in grades 9B-12B. 1930.
1033. **Pooley, R. C.** An English course of study for senior high schools based upon ability levels. 1929. Colorado state teachers college, Greeley. 23 p. This investigation is an attempt to organize a course of study in English for the senior high school which will offer to each student each school year the type of work in English he most needs. Part of the problem is in administration, and a part has to do with the curriculum.
1034. **Prehm, Florence.** Editorial practices as criteria for the course of study in capitalization and punctuation. Master's thesis, 1930. University of Iowa, Iowa City. 121 p. ms.
1035. **Reed, Katherine Marie.** A diagnostic study of the errors in English in junior high school. Master's thesis, 1930. University of Southern California, Los Angeles.
1036. **Richmond, Ethel Blanche.** Oral English errors of ninth-grade students in the public schools of Hawaii. Master's thesis, 1930. University of Hawaii, Honolulu. 74 p. ms. Findings: Foreign language homes make for poor English; good English is spoken by children who have the best chance of getting plenty of practice in speaking it.
- \* 1037. **Rivlin, Harry N.** Functional grammar. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1930. 98 p. (Contributions to education, no. 435) A study was made of the attitudes towards functional grammar held by classroom teachers, associations of English teachers, experts on the teaching of English, and writers

of grammar textbooks, in order to trace the change in the emphasis placed on functional grammar. It was found that present textbooks stress functional grammar much more than they did 30 years ago.

1038. **Rodgers, Grace Sater.** A critical study of the grammatical errors of junior high-school pupils. Master's thesis, 1930. University of Southern California, Los Angeles.

1039. **Rosenkrans, Edna Lillian.** Progress in sentence building in written composition for the third grade to the ninth-grade inclusive. Doctor's thesis, 1929. New York university, New York, N. Y.

1040. **Sandlin, Montie C.** Study of English vocabulary in senior high school. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 91 p. ms.

A study of 100 students in Lauderdale county, Alabama, high school. Students fell from one to two grades below national norms.

1041. **Schlutius, Louise.** Vocabulary study. Master's thesis, 1930. Washington university, St. Louis, Mo.

1042. **Scruggs, Mary.** A study of the Hudelson typical composition ability scale. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 33 p. ms.

Twelve graduate students were trained according to the directions given by the designer of the scale until they scored each practice exercise within .5 of half a step of the true value. By the use of the Hudelson scale they then scored 225 typed compositions, then the original or handwritten of the same composition. Findings: There was a wide range in the scores assigned to the same composition. The averages of the same set of compositions did not agree closely. The scores of the handwritten compositions were given higher scores than the same typed compositions.

1043. **Seegers, John Conrad.** Sentence structure in the free written composition of elementary school children. Doctor's thesis, 1930. University of Pennsylvania, Philadelphia.

A study through analytical approach, to determine relationship existing between ages, grades, and language levels as indicated by sentence structure and use of speech elements.

1044. **Sessoms, Lillian.** A study of the rhythmic element in the language of young children. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 57 p. ms.

1045. **Shaw, Lena Benham.** Social backgrounds as a basis for English expression. Master's thesis, 1930. New York university, New York, N. Y. 58 p. ms.

Survey of 327 junior high-school pupils to ascertain if they have anything to write about subjects for oral and written composition. Junior high-school pupils studied had over 100,000 subjects of interest to them which could be used as a basis for English expression.

1046. **Sherry, Stephen Edward.** A critical evaluation of some methods of constructing courses of study in English. Master's thesis, 1930. University of California, Berkeley. 54 p. ms.

An evaluation of the methods of constructing courses of study in the San Francisco Bay region in order to determine if they measure up to the criteria for successful course revision as recommended by the statements of curriculum authorities. Findings: Progressive centers in curriculum revision adhere closely to authoritative criteria. In San Francisco Bay region there has been failure to measure up to criteria in revision of courses of study in English.

1047. **Shewmaker, Lillian A.** English course of study. 1930. Wilson teachers college, Washington, D. C.

English course of study for elementary schools.

1048. **Siegel, Cecile.** The teaching of grammar and composition in the junior high school. Master's thesis, 1930. Boston university, Boston, Mass.

1049. **Simon, Morris L.** The play element in language games in the junior high schools. Master's thesis, 1930. College of the City of New York, New York, N. Y. 34 p. ms.

Various games were tried out by pupils in the classroom and by Boy Scouts under informal conditions. Findings: Enjoyable games on street are likely to be enjoyable in classroom. Many school games were found to be devoid of play elements.

1050. **Sims, Verner Martin.** The reliability and validity of four types of vocabulary test. *Journal of educational research*, 20: 91-96, September 1929.

A checking test, the Thorndike multiple-response test, and identification test, and a matching test were given to 110 children in grades 5 to 8. The reliability of the four tests was equally high, but the matching test proved most satisfactory.

1051. **Smith, Helene J.** Persistence of English errors in the ability grouping of grades 7 to 12 in the South Orange Maplewood schools. Master's thesis, 1930. New York university, New York, N. Y.

1052. **Spaulding, E. B.** A critical study of two methods of testing punctuation. Master's thesis, 1930. University of Iowa, Iowa City. 40 p. ms.

1053. **Steinbach, Edna C.** Use of descriptive adjective with practical suggestions for teaching it. Master's thesis, 1930. New York university, New York, N. Y.

1054. **Stickney, George E.** A critical comparison of two objective methods of testing language usage. Master's thesis, 1930. University of Iowa, Iowa City. 122 p. ms.

1055. **Story, Virginia.** A study of representative language manuals. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 98 p. ms.

An analysis of 15 representative language manuals including objectives, content and standards of attainment. Findings: One-third of the manuals contained no statement of objectives and two-thirds no standards of attainment; a wide variation of objectives was found.

1056. **Sullivan, Helen J.** Achievement of North Dakota high school pupils in the minimum essentials of English. In *North Dakota. Department of public instruction. Twentieth biennial report of the superintendent . . . June 30, 1928. 1929.* p. 40-77.

Reprinted.

The purpose of this study was to measure the ability of the high school pupils of North Dakota in the use of minimum essentials in English, to compare the work of the different classes of schools with each other and with the norms accompanying the test, to determine the seriousness of errors, and to suggest remedial measures for improvement. The results of the study indicate that stress is lacking on drill in mechanics of writing and correct grammatical usage as well as in sentence structure.

1057. **Summers, Audrey M.** Relation between knowledge of formal grammar and ability in written composition. Master's thesis, 1930. University of Illinois, Urbana. 54 p. ms.

Positive relationship was found to exist.

1058. **Symonds, Percival M. and Lee, Baldwin.** Studies in the learning of English expression. No. 3, *Vocabulary. Teachers college record*, 31: 50-58, October 1929.

In studying the growth of vocabulary usage in written composition it was the purpose of the authors to determine the changes that occur in the use of words as writing becomes more and more mature. A table and graph are given to portray the average state of affairs in vocabulary learning.

1059. **Talbott, E. O.** English A and high school grades. *California quarterly of secondary education*, 5: 348-54, June 1930.

A questionnaire study was made of all students taking examination A at the University of California over a period of three years. Data indicate that there is no significant relationship between high school English grades and the grades of other high school subjects.

1060. Taylor, Mrs. Bietta S. A free association vocabulary of children in grades 2 and 3. Master's thesis, 1930. University of Oklahoma, Norman. 85 p. ms.

The purpose of this study was to determine the words children use in the second and third grades. A free association vocabulary was secured by having children write all the words they could think of in 100 minutes in a booklet with spaces under the letters of the alphabet. The study consisted of making a count by grades of the number of running words. The 1,000 words of highest frequency in each grade were selected and compared with Thorndike's, International kindergarten union's, and Horn's lists. The third grade wrote about twice as many different and running words as the second grade when the number of children were the same in both grades. The lack of agreement between the writer's list and the Thorndike, International kindergarten union, and the Horn lists is very striking, especially in the first 100 and 500 words. We find a closer agreement between the writer's and the Thorndike list than the Horn list. The data indicate that in the total number of words and the placement of words by frequencies the adult lists (Horn and Thorndike) are not valid criteria for the selection of words for children in grades 2 and 3.

1061. Texas. State department of education. A course in English for non-English speaking pupils. Grades 1-3. Austin, 1930. 126 p. (Bulletin, no. 268)

1062. Thomas, Charles Swain *and others*. The art of examining in English. [1930] College entrance examination board, New York, N. Y.

1063. Thomas, Jesse Edward. The elimination of technical errors in written composition through formal drill. Doctor's thesis, 1930. University of Iowa, Iowa City. 236 p.

1064. Townsend, George. The effect of punctuation on comprehension. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. 49 p.

1065. Turney, Austin H. *and Ummel, Maud*. An analysis of frequency of error in grammar and sentence structure among selected junior high school pupils. University of Kansas Bulletin of education, 2: 14-17, October 1929.

Review of a master's thesis bearing the same title by Maud Ummel, University of Kansas, 1928, giving a summary of the frequency and percentages of error made in compositions of 348 junior high school students.

1066. Van Brussell, Martha. The grade placement and recurrence of language usage drills in certain elementary language textbooks. Master's thesis, 1930. University of Iowa, Iowa City. 98 p. ms.

1067. Van Buskirk, Isalda M. Status of special methods courses in English for high school teachers. A survey. Master's thesis, 1930. Ohio Wesleyan university, Delaware.

Data show the existing situation with recommendations and useful illustrations of courses.

1068. Walker, Edyth. The development of methods and courses of study in English in the American secondary school. Master's thesis, 1930. Duke university, Durham, N. C.

A review of English instruction and content in the secondary schools of America from the beginning in the Latin grammar school, together with a study of the present status of English in the secondary school, and a summary of trends.

1069. Weber, Edith. An analysis of 30 high school textbooks in English composition. Master's thesis, 1930. University of Illinois, Urbana.

1070. Weisenfuh, Leo A. (Scranton, Pa.) The teaching of English in the public high schools of Pennsylvania. [1930]

Findings: English teaching is not modern in curriculum or type; it is too much dominated by college entrance requirements; there is too little evidence of scientific curriculum construction.

1071. **Willetts, Nora I.** An experiment for the development of a course of study in ninth grade English. Master's thesis, 1930. University of Pittsburgh. Pittsburgh, Pa. University of Pittsburgh bulletin, 27: 408-09, November 1930. (Abstract)

1072. **Williams, Harold J.** An evaluation of certain remedial exercises in language teaching. Master's thesis, 1930. University of Iowa, Iowa City. 24 p. ms.

1073. **Wolfe, Edna and Cassell, Alma.** Overlapping content in high school and college courses in English and mathematics. Master's thesis, 1930. Claremont college, Claremont, Calif.

Compares in detail work done by Pomona college freshmen in college and high school. Indicates much less overlapping than current opinion leads us to expect.

1074. **Woodward, R. D.** The construction and the application of English grammar units for high school students. Master's thesis, 1930. University of California, Berkeley. 102 p. ms.

A study to determine what material shall be included in the grammar study and how it shall be taught. Findings: The unit method of grammar study, with mastery of fundamentals as its objective, is sound and superior to other methods used. Experimental trial proved its merit. Need for thorough revision and re-evaluation of units is shown.

1075. **Yoke, Helen L.** A study in creative writing. 1930. West Virginia university, Morgantown.

See also 326, 351, 580, 647, 651-652, 720, 1146, 1265, 1753, 1763, 1774, 1776, 1789, 1823, 1989, 2151, 2156, 2196, 2213, 2362, 2918, 3015, 3092, 3116, 3142.

## ENGLISH LITERATURE

1076. **Anderson, Bess Hughes.** Materials to aid in teaching junior high school poetry. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 162 p. ms.

1077. **Banta, Mrs. Edythe.** Literature for the junior high school. 1930. Public schools, Oakland, Calif. 50 p. ms.

1078. **Broening, Angela M.** Tests in literary appreciation for the Baltimore junior high schools. 1929. Public schools, Baltimore, Md. 53 p. ms.

The application of special testing technique to material being taught in the Baltimore junior high school English course.

1079. **Caldwell, Nelle Glenn.** An experimental study on the value of reading poetry. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 87 p. ms.

1080. **Cassell, Alma Berdina.** The overlapping in high school and college literature courses. Master's thesis, 1930. Claremont college, Claremont, Calif.

1081. **Crabtree, Eunice K.** A study of the effect of a course in children's literature upon student's own literary appreciation experimentally determined in a normal school. Doctor's thesis, 1930. Johns Hopkins university, Baltimore, Md.

1082. **DeVore, Emily.** Creative expression and enjoyment of poetry. Master's thesis, 1930. Stanford university, Stanford University, Calif.

1083. **Fletcher, Mendel S.** The relative emphasis on authors in histories of American literature. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 73 p. ms.

Thirteen American literary histories published since 1900 were examined as to lines, illustrations, and biographical references given to authors.

1084. George, Bert Morse. A definite supervisory outline for the observation of the teaching processes involved in developing appreciation of English literature. Master's thesis, 1930. Stanford university, Stanford University, Calif.

1085. Gepharte, Elden Eugene. Method of teaching nineteenth century English poets. Master's thesis, 1930. University of Wichita, Wichita, Kans. 199 p. ms.

1086. Gipson, Frieda Mae. Comprehension difficulties in twelfth grade literature. Master's thesis, 1930. University of Chicago, Chicago, Ill.

A study of essays and poems typical of twelfth grade by means of administering objective tests to twelfth grade students to determine difficulties of these selections to high school seniors.

1087. Hagood, Wendel. A rating of high school literature. Master's thesis, 1930. Oklahoma agricultural and mechanical college, Stillwater.

1088. Hartley, Helene W. Tests of the interpretative reading of poetry for teachers of English. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1930. 47 p. (Contributions to education, no. 433)

This study is concerned with the interpretative reading of poetry as distinguished from appreciative or critical reading. Tests were worked out at the teacher training level for use in schools of education and teachers colleges in the preparation of teachers of English.

1089. Healey, Gertrude M. An experimental study of the part-whole method of learning poetry. Master's thesis, 1930. College of the City of New York, New York, N. Y. 31 p. ms.

Part, progressive part, and the whole methods are compared in effectiveness for each of several grades of the elementary school. Findings: The order of effectiveness for most grades is from most to least, whole, progressive part, part. However, variation in effectiveness with grades was noted.

1090. Holaday, Lucille B. The construction of a standard sequence of literature selections for Iowa high schools. Master's thesis, 1930. University of Iowa, Iowa City. 40 p. ms.

1091. Horine, Clara. Elementary literature, elementary course of study in English. 1929. Public schools, Hamtramck, Mich. 44 p. ms.

1092. Johnson, Allean A. A test of ability to discriminate between types of metre in poetry. Master's thesis, 1930. University of Colorado, Boulder. University of Colorado studies, 18:80-81. December 1930. (Abstract)

The object of this investigation was to develop a test which would distinguish between basic abilities of people to sense rhythm in poetry as evidenced by their discrimination between different types of poetical metre. The test was given to 90 college students and 80 high-school pupils. Data indicate that a dependable measure of rhythmic sense in poetry has been obtained.

1093. Jordan, Kathleen Marie. Tenth grade course of study in literature for low, average and superior groups. Master's thesis, 1930. University of California, Berkeley. 138 p. ms.

A course of study was constructed in drama, novel, poetry, and prose literature, with outside reading list, for tenth-grade students of low, average and superior ability, covering 18 weeks or one semester work.

1094. Landell, Helen Louise. The historical development of the teaching of English literature in American secondary schools. Master's thesis, 1930. University of Southern California, Los Angeles.

1095. Lushbaugh, Grace. An analysis of junior high school literary anthologies. Master's thesis, 1929. University of Notre Dame, Notre Dame, Ind.

1096. Marshall, Ruby Bannoh. Units of teaching in literature for the first year high school. Master's thesis, 1930. University of Virginia, Charlottesville.

1097. **Mary Anna, Sister.** The value of the legend in literature for children. Master's thesis, 1929. University of Notre Dame, Notre Dame, Ind.
1098. **Osborn, Florence Viola.** A study of the literary interests of eleventh grade students in the Asbury Park (N. J.) high school. Master's thesis, 1929. New York university, New York, N. Y. 84 p.
1099. **Ralston, Edgar A.** A study of voluntary expression by twelfth grade high school pupils of books, poems, drama, and short stories. Master's thesis, 1930. University of Iowa, Iowa City. 151 p. ms.
1100. **Reich, Morris.** Present status of experimental studies in high school literature. Master's thesis, 1930. College of the City of New York, New York, N. Y. 72 p. ms.  
Survey of periodicals, etc. on the subject for the last 10 years.
1101. **Roche, Sarah L.** How literary artists of the 19th century were influenced by current psychology and philosophy in delineating children. Master's thesis, 1930. Johns Hopkins university, Baltimore, Md.
1102. **Stroud, Jessie R.** An application of general method to the teaching of English literature. Master's thesis, 1930. University of Illinois, Urbana. 239 p. ms.  
The findings in this study indicate that a conscious attempt to apply the principles of method set forth in a well-known text on methods of teaching resulted in superior achievement of pupils.
1103. **Thomas, Mabel.** Relationship between certain vocabulary abilities and literature appreciation. 1930. North Carolina state college of agriculture and engineering, Raleigh.  
Findings: Literature appreciation can be measured according to the criteria used to check on results of these tests of literature appreciation. Positive correlations were obtained between both sentence and rhythm vocabulary abilities and literature appreciation.
1104. **Weaver, Mrs. Margaret Ethel West.** A psychological analysis of study aids found in high school editions of classics, 1870-1929. Master's thesis, 1929. University of Texas, Austin.
1105. **Williams, Ralph B.** Extensive reading versus intensive study of literature. *School review*, 37: 666-78, November 1929.  
More than 200 pupils in six ninth-grade classes in the Hyde Park high school, Chicago, Ill., were tested as to their comprehension of the selections read by all the classes; as to their memory of the selections read; improvement in reading comprehension; improvement in word knowledge. Stenographic reports of recitations in extensive-reading classes and in intensive-study classes were made. Data indicate that extensive-reading methods are more effective in achieving the aims of instruction in literature than are intensive-study methods.  
*See also* 245, 3757-3758.

## ANCIENT CLASSICS

1106. **Anthony, R. E.** Anachronisms in Vergil's Aeneid. Doctor's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. Nashville, Tenn., George Peabody college for teachers, 1930. 167 p. (Contributions to education, no. 71)
1107. **Barrett, Pauline.** Status of Latin in the secondary schools of Texas. Master's thesis, 1930. Baylor university, Waco, Texas. 139 p. ms.  
Place of Latin in all affiliated secondary schools in Texas, training and experience of teachers, the per cent of time given to Latin, etc., were studied. Findings: Latin does not hold its former predominant position among foreign languages in Texas. Many schools are doing work of so poor a quality that credit in Latin can not be obtained.

1108. Boesen, Paul John. A study in abstract noun suffixes in the late Latin period. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 265 p. ms.

1109. Boggan, Shirley Neill. Discrepancies between criteria and third semester Latin of the classical investigation. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 134 p. ms.

1110. Connolly, Sister Helene du S. S. An analysis and an evaluation of certain courses of study in secondary schools in Cincinnati. Master's thesis, 1930. University of Cincinnati, Cincinnati, Ohio. 85 p. ms.

A study to investigate what emphasis high school courses in Latin place on the vital connection between Latin and English; the historical and cultural contributions of Latin to literature and life; the civic significance of Roman political and social virtues; Latin basis of the principal romance languages; and possibilities of developing through the study of Latin. All the courses of study used in this study recognize the ultimate objectives as valid for high school Latin; qualitative offerings of the courses are on a par; grade-placement of specific objectives coincides with what educators have considered their desirable assignment; all courses recognize them as of secondary importance, but suitable for high school Latin; all courses imply or state that a clear-cut line of demarcation between the immediate and cultural aims of Latin study can not be drawn.

1111. Dorwart, Helen and Nettels, Charles H. The Los Angeles junior high school Latin tests. Los Angeles educational research bulletin, 9: 2-5, October 1929.

Tests were prepared by a committee of teachers in the junior high schools, based on the course of study for the first year's work. The six tests were to determine to what extent "progressive ability to read and understand Latin" is being attained by the students. Tests cover reading and derivative work and drill in syntax and forms. Tests have been found to be highly reliable and should be of value to junior high school Latin teachers in measuring certain outcomes of Latin instruction.

1112. Duerson, Mary Stewart. An experiment in Latin 4. [1930] Atherton high school, Louisville, Ky. 10 p. ms.

1113. Englar, Margaret T. Remedial treatment of 8B Latin pupils. 1929. Department of education, Baltimore, Md. 9 p. ms.

Remedial treatment administered to 15 pupils promoted to a higher grade with deficiencies in Latin. A careful analysis was made and suitable remedial work administered resulting in the successful completion of the grade by 12 of the pupils.

1114. ——— Seven A Latin in junior high schools. Baltimore, Md., Department of education, 1929. 36 p.

1115. Esser, Gilbert F. Latin in the preparatory seminary. Master's thesis, 1930. Catholic university of America, Washington, D. C. 93 p. ms.

1116. Flannagan, Mary Agnes. A work book for elementary Latin. Master's thesis, 1929. University of Iowa, Iowa City.

1117. Hettes, Paul W. (Scranton, Pa.) Teaching of Latin in public high schools of Pennsylvania. [1930]

Findings: Teaching of Latin shows little influence of modern methods and research; it is still medieval in type.

1118. Hodges, Margaret Wiggins. An experiment in the treatment of syntax in conjunction with the translation of Caesar's Gallic war. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. University of Pittsburgh bulletin, 27: 292-93, November 1930. (Abstract)

1119. Hughes, Sister Florence Patricia. A study of Latin prognosis. Master's thesis [1930] Trinity college, Washington, D. C. Washington, Catholic education press, 1930. 28 p. (Catholic university of America. Educational research bulletins, vol. 5, no. 5, May 1930)

"The present study is an attempt at the improvement of prognosis tests for Latin and thereby an investigation of the factors involved in the learning of this subject."

1120. Indiana. Department of public instruction. Indiana Latin word list. Indianapolis [1930?] (Excerpt from Bulletin, no. 100C)

1121. Irwin, Anne Fowler. Galus Julius Caesar: his literary style and oratory. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 69 p. ms.

The study of Caesar's style is based on his "Commentarii de Bello Gallico"; and extant fragments of his speeches incorporated in the writings of other Latin authors. Findings: Caesar's style is unlike that of Tacitus or Cicero, but it is consistent, terse, and eminently suited to his purpose and subject matter. It is characterized by purity of diction.

1122. Jacob, Marjorie. Common English derivatives of high school Latin. Master's thesis, 1930. Mercer university, Macon, Ga. 500 p. ms.

Listings of words in Caesar, Cicero, and Vergil that afford derivatives within the 10,000 commonest English words. The Latin words are based on an analysis of Latin words reported in Lodge's Vocabulary of high school Latin; the English word list used is Thorndike's word book. Statistical study shows the relations between the Latin roots derived from Lodge's list and those contributing to the words in the Thorndike list.

1123. Lawrence, Lillie M. and Raynor, N. F. Latin 1-2. New York. American book company, 1929-1930. 2 v.

A study of textbooks in Latin which express progressive trends and practice in the choice and organization of curriculum materials, and provision for individualized practice and study. These texts observe the results of recent investigations on the determination of vocabulary in Latin.

1124. May, Marcum Beeler. Pliny's "Letters," books 1-9, as a source for Roman private life. Master's thesis, 1930. University of Chicago, Chicago, Ill.

1125. Miller, Belle Virginia. A study of the ability of Latin students. Master's thesis, 1929. University of Denver, Denver, Colo. 58 p. ms.

A study of 404 Latin pupils, all graduating from Denver high schools in June, 1928. Data were obtained from permanent record of class work and from two tests, Terman group test and the Iowa high school content examination. Findings: Pupils who elect Latin are above the average in ability and the IQ of those who continue Latin for three or four years is higher than that of those who drop the study. English and Latin have a fairly good correlation.

1126. Moore, Vera. An analysis of the contents of the second year Latin course. Master's thesis, 1929. University of Iowa, Iowa City.

1127. Morris, Mittie Louise. High school lessons for derivation work in Latin scientific terms. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 377 p. ms.

1128. Phares, Strader. Traditional method versus reading method of teaching Latin, 1930. West Virginia university, Morgantown.

1129. Pietsenpol, Elizabeth Gezel. Retardation in Vergil's Aeneid. Master's thesis, 1930. University of Iowa, Iowa City.

1130. Smith, Nellie Angel. The Latin element in Shakespeare and the Bible. An analysis of the several languages represented in the vocabulary of Shakespeare and the King James version of the Bible. Vols. 1-2. Doctor's thesis, [1929?] George Peabody college for teachers, Nashville, Tenn. Nashville, Tenn., George Peabody college for teachers, 1929. 2 vols. (Contributions to education, no. 32.)

The main purpose of this study is to find what proportion of the basic vocabulary of Shakespeare and the Bible is of Latin origin. Volume 1 gives the collected data showing the words of the King James version in alphabetical order, with their first occurrence in the Bible, number of occurrences derivations, first occurrence in Shakespeare and number of occurrences, the Thorndike source credit, and, if of Latin derivation, the sources for their study as found in Lodge's Vocabulary of high school Latin. Volume 2 gives the collected data showing the words of Shakespeare which are not found in the Bible, arranged in alphabetical order, giving the same information as recorded for the words in volume 1.

1131. Sprinkler, Bessie Mildred. An examination of the metamorphoses of Ovid, with reference to its appropriateness for teaching in secondary schools. Master's thesis, 1930. University of Southern California, Los Angeles.

1132. Taber, Gertrude J. A study of errors in first year Latin. University of Pittsburgh school of education journal, 5: 101-107, March 1930.

A study was made of the frequency and persistence of certain common errors in first year Latin. One thousand and thirty-nine errors were collected by means of five objective tests given to a group of ninth grade pupils in Cochran junior high school, Johnstown, Pa.

1133. Westby, George O. What is the best testing technique for measuring acquisition of a Latin vocabulary. Master's thesis, 1930. University of Iowa, Iowa City. 79 p. ms.

See also 645, 1031.

#### MODERN LANGUAGES

1134. Bagster-Collins, E. W. History of modern language teaching in the United States. New York, Macmillan company, 1930. 96 p. (Studies in Modern language teaching, Publications of the American and Canadian committees on modern languages, vol. 17.)

Gives an account of modern foreign language teaching in schools and colleges from colonial to modern times.

1135. Berman, Abraham A. A comparison of the content and amount of reading material in modern foreign language work in the American and German secondary systems. Master's thesis, 1930. College of the City of New York, New York, N. Y. 73 p. ms.

Survey and evaluation of English reading texts used in Germany and German reading texts in the United States.

1136. Betts, G. H. and Kent, B. A. Foreign language equipment of 2,325 doctors of philosophy. Bloomington, Ill., Public school publishing company, 1929. 151 p. (Northwestern university. Contributions to education, School of education series no. 2.)

The findings of this study reveal great variation in attitude shown by different individuals in every field, and the active nature of the problem. In no field except the languages was there anything like unanimity in the belief that the language requirements were necessary.

1137. Feldman, Estelle E. Evaluation of a junior high school course in foreign languages. Master's thesis, 1930. Yale university, New Haven, Conn.

1138. Indiana. Department of public instruction. Tentative course of study in modern languages for the secondary schools in Indiana. Indianapolis, 1930. (Bulletin, no. 100C2.)

1139. Kaulfers, Walter Vincent. A comparative study of the intelligence of beginners in college foreign language. School and society, 31: 749-50, May 31, 1930.

The intelligence quotients of 844 students who enrolled in beginning classes in German, French, and Spanish in the Long Beach junior college during the fall semester of 1929, were studied. The Spanish students rank lowest of the three groups considered.

1140. ——— Effect of mental age on foreign language achievement. Journal of applied psychology, 14: 257-68, June 1930.

The primary purpose of the report was to analyze certain fundamental tendencies in the trend of mental influence upon foreign language achievement. Data indicate that the MA rather than the IQ should be taken as the basis for grouping beginning foreign language students; and that classification beyond the first semester should be on the basis of ability acquired in the language itself as measured by teachers' marks and objective test scores.

1141. Lamberton, Mary. A critical evaluation of the techniques of diagnostic objective tests in foreign languages. Master's thesis, 1930. University of Southern California, Los Angeles.

1142. **Quandt, Maymie.** A scientific word list for first year German grammar. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 62 p. ms.

A study of 45 vocabulary lessons for first year German grammar based on 2,402 most frequently used words in German writings.

1143. **Rutledge, R. E.** Classification of foreign language students in senior high school. 1930. Public schools, Oakland, Calif. 2 p. ms.

An analysis of the validity of achievement tests in French and Spanish for sectioning students in advanced language courses.

1144. **Symonds, Percival M.** A foreign language prognosis test. Teachers college record, 31: 540-56, March 1930.

1145. **Van Tassell, Richard Julian.** Prognosis in modern foreign-language study. Doctor's thesis, 1930. University of Wisconsin, Madison.

1146. **Werner, O. H.** The influence of the study of modern foreign languages on the development of desirable abilities in English. New York, Macmillan company, 1930. 48 p. (Studies in modern language teaching, Publications of the American and Canadian committees on modern languages, vol. 17.)

Report on a survey of 1,000 high school pupils and 440 college students, some of each group studying modern foreign languages and some not taking any foreign language. Findings: (1) The study of modern foreign languages aids materially in speed and comprehension in reading and language, but not in punctuation, sentence structure, or vocabulary; (2) pupils and students with high IQ's profit from modern foreign language study in speed of comprehension in reading, in sentence structure, language, grammar, and vocabulary. With pupils of low IQ the reverse condition prevails. Apparently the study of modern foreign languages improves abilities in English only if the pupil has a normal or high IQ.

See also 646, 3142.

#### FRENCH

1147. **Alberson, Hazel Stewart.** A two-year curriculum in French for the Buncombe county high schools. 1930. Duke university, Durham, N. C.

Report of the result of a three years experience in curriculum making in Buncombe county, with an evaluation of the curriculum finally set up.

1148. **Brokenshire, Melville C.** Direct methods work in French. Master's thesis, 1929. Teachers college, Columbia university, New York, N. Y. 91 p. ms.

1149. **Broom, M. Eustace and Brown, L. P.** A silent reading test in French. California quarterly of secondary education, 5: 71-76, October 1929.

1150. **Cochran, Grace.** Preparation of French reading material for first year high school. Doctor's thesis, 1930. University of Iowa, Iowa City. 124 p. ms.

1151. **Haft, William S.** The trend in elementary French texts during the last 50 years. Master's thesis, 1930. College of the City of New York. New York, N. Y. 73 p. ms.

Includes a critical review, analysis, and comparison of the principal texts used in the United States. Changes in method and content are noted.

1152. **Hill, Margaret E. and Harry, David P., jr.** Cleveland unit tests in first year French. 1930. Western Reserve university, Cleveland, Ohio. 51 p. ms.

Test covers the first three semesters of French based on "Cours Pratique" by Dr. de Sauze.

1153. **Malcolm, Maud G.** A survey of idioms found in texts in the second and third years of French in the high school. Master's thesis, 1930. New York state college for teachers, Albany.

1154. **Minish, Juanita S. Giles.** A gradation of six French texts. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 65 p. ms.

The following French texts were ranked on an ascending scale of difficulty: *Le Voyage de M. Perrichon*; *Le Bourgeois Gentilhomme*; *Madame Thérèse*; *Mlle. de la Seiglière*; *Sans Famille*; and *Pêcheur d'Islande*.

1155. Poirrier, Mathilde Elizabeth. Vocabulary grading of six French books. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 77 p. ms.

Six French reading texts were ranked on ascending scale of difficulty as follows: La Poudre aux Yeux; Le Malade Imaginaire; Selections from Maupassant; Le Roi des Montagnes; Simple French from Great Writers; Tartarin de Tarascon.

1156. Rogal, Abraham. The frequency of error in representative grammatical constructions in first term high school French. Master's thesis, 1930. College of the City of New York, New York, N. Y. 115 p. ms.

Frequency of error lists were constructed from those having had a previous foreign language and those who have not. Findings: While pupils having had a previous foreign language are generally superior, the superiority can not be ascribed to any particular elements.

1157. Ruffin, Ruth Carolyn. New type tests in elementary French. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 148 p. ms.

Two tests were given on each of the first 20 lessons of De Sauze's Cours Pratique de Francais. Findings: Due to numerous details in the study of a language, varied types of tests are necessary to determine the needs of students.

1158. Sammartino, Peter. A standardized test in modern languages. Journal of educational research, 20: 231-33, October 1929.

An explanation of the Sammartino-Krause standard French test, published by the Public School Publishing Company, Bloomington, Ill.

1159. Selbert, Louise C. An experiment on the relative efficiency of studying French vocabulary in associated pairs versus studying French vocabulary in context. Journal of educational psychology, 21: 297-314, April 1930.

An experiment was performed with a group of 60 college students in second year French to find the relative value of four different methods as far as vocabulary learning is concerned. The method of learning vocabulary by associated pairs is superior to the other methods tried in the experiment.

1160. Stoddard, George D. An experiment in verbal learning. Journal of educational psychology, 20: 452-57, September 1929.

Three hundred and twenty-eight pupils from 11 different schools, none of whom had studied French were divided into two approximately equal groups. One group was given a list of 50 French-English words to learn, the other group learning the same words from English to French. Data indicate that wherever translation of French words is the important consideration the learning order should be French-to-English.

1161. Vincent, Gladys. Type of drill in three French grammars. 1930. West Virginia university, Morgantown.

1162. Williams, Frances Elizabeth. Scaled achievement tests in first year French grammar. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 81 p. ms.

1163. Wolfner, Bessie J. Work of individual students of French with teacher supervision. Master's thesis, 1930. New York university, New York, N. Y.

See also 645, 1031.

#### SPANISH

1164. Campbell, Myrtle Thompson. Realia of story lessons for use in first and second year classes of Spanish in high school. Master's thesis, 1929. University of Colorado, Boulder. 110 p. ms.

Collection of story lessons for study of Spanish grouped into 16 historical periods of Spain. Findings: These lessons aid in the knowledge of and sympathetic interest in Spain.

1165. Crider, Blake. The corrective value of repeated translations. *School review*, 37: 771-79, December 1929.

Three classes of first-year Spanish in Albion college, Albion, Mich., comprising 97 students were given experiments to discover the corrective value of repeated translations. One class translated each of nine selections once; another, twice, and the third class, three times. Data indicate that intensive translation is not advisable.

1166. Edwards, Ethel Estelle. The knowledge of Spanish history, geography, literature, and institutions possessed by high school seniors who have studied Spanish in comparison with those who have not. Master's thesis, 1929. New York university, New York, N. Y. 35 p.

1167. Hood, Helen Vander Veer. A report on the American council Spanish test as used with B10 Spanish classes. 1930. Public schools, Alhambra, Calif. 2 p. ms.

1168. Hornbuckle, Gracie Mae. Laboratory exercises for Espinosa and Allen's Beginning Spanish. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 73 p. ms.

Based on vocabulary and grammar found in Espinosa and Allen's Beginning Spanish.

1169. Kaulfers, Walter Vincent. Effect of the IQ on the grades of 1,000 students of foreign languages. *School and society*, 30: 163-64, August 3, 1929.

One thousand and seven pupils of varying degrees of intelligence, distributed through eight semesters of Spanish in 18 junior and senior high schools of San Diego and Los Angeles, were studied. Data of the study show a very consistent rise in average achievement for every substantial increase in intelligence. In general, the boys require an intelligence quotient approximately ten points higher than that needed by the girls to achieve the same grade averages in Spanish.

1170. King, Roberta Walton. Achievement tests in elementary Spanish. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 102 p. ms.

New type tests were based on First Spanish course by Hills and Ford. Findings: Since there is a great mass of details to be mastered in learning a modern language it is believed that tests should be given frequently.

1171. Marshall, Robert E. The direct method of teaching Spanish. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 53 p. ms.

A study was made of 78 students for nine months. Findings: The direct method is superior to the grammatical method.

1172. Nunemaker, J. Horace. The teaching of Spanish grammar. 1930. State college of Washington, Pullman. *Hispania*, 12: 79-82.

See also 645.

#### MATHEMATICS

1173. Bakst, Aaron. Mathematics required for a first course in college calculus. Master's thesis, 1930. Teachers college, Columbia university, New York, N. Y. 30 p. ms.

A one year course in calculus (based on best books). Analysis from the point of the application and usage of algebra, geometry and trigonometry.

1174. Boswell, Alger V. The predictive value of Northwestern's entrance examinations in mathematics for college freshmen as to their mathematics achievement and average general achievements in their first year at the school. Master's thesis, 1929. Northwestern university, Evanston, Ill.

1175. Boyce, George A. Applying to mathematics the modern ideas of educational science. *Nation's schools*, 4: 67-72, August 1929; 58-62, September 1929; 67-71, October 1929.

In this series of articles, the author takes up the philosophical and psychological principles that govern the teaching of mathematics and shows how they can be applied to actual teaching practice.

1176. **Brokaw, Mrs. Dorothy Jim.** Contributions of David Eugene Smith to teaching of elementary mathematics. Master's thesis, 1929. University of Texas, Austin.

1177. **Champion, William Perry.** The reorganization of mathematics in the junior and senior high schools of Alabama. Master's thesis, 1929. Alabama polytechnic institute, Auburn.

1178. **Culpepper, E. P.** A quantitative analysis of texts for college freshmen mathematics. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 59 p. ms.

Findings: A course in mathematics should meet the needs of the students who take only one year in college and those who continue their study. The course should be limited to the elementary principles of geometry, algebra, elementary functions of graphs, trigonometry, logarithms and exponents, theory of measures, differential calculus, integral calculus, progressions, and general introduction and review.

1179. **English, Zoe L.** A course of study for mathematics in the junior high school. Master's thesis, 1929. Indiana state teachers college, Terre Haute. 123 p. ms.

Analysis was made of 12 sets of books published since 1923 for mathematics for the junior high schools showing topics treated, number of pages treating each topic, number of problems under each topic, and the part of the book in which it was found. There was a wide variation in topics treated, and a greater range in the number of pages and the number of problems under each topic. Analysis was made of one state and nine city courses of study for junior high school mathematics. Findings: Pupils should be given opportunities to investigate various fields of mathematics in order to discover special abilities in these lines. New courses include wide range of subject matter.

1180. **Entz, John Alvin.** Provisions for securing and maintaining computing skills in the fundamental operations as found in junior high school mathematics test books from 1916 to 1928. Master's thesis, 1929. New York university, New York, N. Y. 61 p. ms.

1181. **Garrett, J. A.** The development of the fundamental concepts of calculus. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 96 p. ms.

A history of the infinitesimal calculus up to and including Lagrange. Findings: The fundamental concept of the infinitesimal calculus is that of limits.

1182. **Gerberich, J. B.** Sectioning and prediction in first year mathematics. [1930] University of Arkansas, Fayetteville. 4 p. ms.

All engineering freshmen entering in September 1929 were given an aptitude and training examination in mathematics. Students in the lowest quarter of the test were required to take a special course. There is a high correlation between the mathematics examination and semester grades in algebra, which is sufficient evidence of predictive power. The correlation coefficients indicate a predictive power which is exceeded only in a very small percentage of prognostic examinations.

1183. **Hald, Helen F.** Arithmetical and algebraic processes at sources of student difficulties in university courses. Master's thesis, 1930. University of Nebraska, Lincoln.

1184. **Hall, Mrs. Elizabeth L.** Tentative courses of study in senior high school mathematics, tenth year. Rochester, N. Y., Board of education, 1929.

1185. **Hay, Robert Louis.** A study of the correlations between reasoning and skill in arithmetic and progress in algebra, geometry and chemistry. Master's thesis, 1929. University of Kansas, Lawrence.

1186. **Haynes, Euphemia L.** Historical development of tests in elementary and secondary mathematics. Master's thesis, 1930. University of Chicago, Chicago, Ill. 92 p. ms.

A study of tests in arithmetic, algebra and geometry between 1900 and 1930.

1187. **Henderson, Joseph Lindsey.** Materials and methods in junior high school mathematics. 1930. University of Texas, Austin.

1188. **Indiana. Department of public instruction.** Chart showing expected outcomes in mathematics in Indiana schools, grades 1-9. Indianapolis [1930?]

1189. ———— Tentative course of study in mathematics for elementary grades. Indianapolis, 1929. 79 p. (Bulletin, no. 107B)

1190. ———— Tentative course of study in mathematics for Indiana schools, grades 1-6. Indianapolis, 1930. 138 p. (Bulletin, no. 107B-107 rev.)

1191. ———— Tentative course of study in mathematics for Indiana schools, grades 7-9. Indianapolis, 1930. 90 p. (Bulletin, no. 107B-107 rev.)

1192. ———— Tentative course of study in mathematics for secondary schools. Indianapolis, 1930. (Bulletin, no. 100D rev.)

1193. **Jones, Mabel Bunton.** History and development of the graph in secondary mathematics. Master's thesis, 1930. University of Chicago, Chicago, Ill.

Influences leading up to the introduction of graphical representation in secondary mathematics, development as shown in textbooks, and trends indicated in current literature were studied.

1194. **Kiracofe, G. B.** A partial analysis of the learning difficulties in first year high school mathematics. Master's thesis, 1929. University of Virginia, Charlottesville.

A study of the most frequent type of difficulties that pupils in first year algebra encounter is presented in this investigation. The order of difficulty for the various skills of nine different learning situations was determined, and remedial suggestions offered.

1195. **Linger, Ruth.** Construction of a standardized test in general mathematics. 1930. West Virginia university, Morgantown.

1196. **Long, Irma Bernita.** A comparison of two methods of instruction in seventh grade mathematics. Master's thesis, 1929. University of Kansas, Lawrence. 43 p. ms.

Review by F. O. Russell in University of Kansas bulletin of education, 2: 21-24, December 1929.

Forty-two students were studied experimentally to discover the relative superiority of individual instruction.

1197. **Long Beach, Calif. Public schools. Department of research.** Report of mathematics inventory test given in grades 7-14 on December 2, 1929. 4 p. ms.

The following conclusions are drawn from this study: (1) Boys and girls appear to be equal in mathematical achievement through the ninth grade. After that time there is a marked superiority among the boys probably due to the fact that twice as many boys elect mathematics; (2) the correlation between the number of semesters of mathematics taken and the mathematics test scores on the twelfth grade level with 70 unselected cases was +.300; (3) the correlation of +.300 as noted above shows that senior high school mathematics contributes very little to the knowledge of mathematics useful in life in general. Further proof is shown by the flattening of the curve in the tenth grade. It may also be pointed out that the increase in median score may be no more than the increase to be expected because of the elimination of lower grades of ability.

1198. **Mary Winifred, Sister.** Survey of mathematics courses in state teachers' colleges as revealed by catalogues. Master's thesis, 1929. University of Notre Dame, Notre Dame, Ind.

1199. **Morse, Arthur William.** The amount of mathematics used in leisure time. Master's thesis, 1930. Boston university, Boston, Mass.

1200. **Newsom, Myra Hahner.** On some phases of the history of mathematics used in the elementary schools. Master's thesis, 1929. University of Iowa, Iowa City.

1201. **Peach, Harry A.** What skills in mathematics are necessary in order that a student may do the mathematics required by some colleges in the first year of a course leading to a B. A. degree. Master's thesis, 1929. New York university, New York, N. Y. 90 p.

1202. **Perry, Martha Viola.** A survey of mathematics curricula offered by teachers colleges. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 53 p. ms.

1203. **Pietenpol, H. W.** A comparison of the content in unified mathematics texts for a freshman college course with that in sequential courses in algebra, trigonometry and analytic geometry. Master's thesis, 1930. University of Iowa, Iowa City. 108 p. ms.

1204. **Pugh, Mary M.** Investigation of mathematical skills and knowledge needed by pupils in the seventh and eighth grades. Master's thesis, 1930. University of Cincinnati, Cincinnati, Ohio. 62 p. ms.

The purpose of this study was to discover the mathematical skills and knowledges (a) that will teach the pupil to solve his problems logically and accurately, (b) that will guide him so that he will be better prepared to choose future mathematical courses, (c) that will aid in preparing him for his life work. The findings show that mathematics of the seventh and eighth grades should be general, basic, and practical. It was found that mathematical knowledge acquired at this period is necessary in life situations. It can be correlated with English, geography, history, civics, hygiene. Its value has been shown in connection with junior high school activities. While this subject is not all rounded, it is used in more everyday situations than superficial thinkers realize.

1205. **Quirk, Margaret Germaine.** The development of appreciation units in secondary mathematics. Master's thesis, 1930. Boston university, Boston, Mass.

1206. **Rembert, Henry Linwood.** The teaching of mathematics in the high schools of Maryland. Master's thesis, 1930. University of South Carolina, Columbia.

1207. **Schwartz, William H.** Values and uses of prognostic tests in mathematics in secondary schools. Master's thesis, 1930. New York university, New York, N. Y.

1208. **Sheets, Clarence A.** A critical study of the reliability of the first eight tests in the compass series. Master's thesis, 1930. University of Iowa, Iowa City. 117 p. ms.

1209. **Smith, John Elliot.** Related mathematics for the electrical trades. Master's thesis, 1930. Pennsylvania state college, State College. 81 p. ms.

A course of related mathematics of less than college grade and for persons over 14 years of age who are preparing for the electrical trades, as wiring for light and power, armature winding, and maintenance and testing, or who have entered upon the work of one of the electrical trades or industrial pursuits. Findings: The related mathematics for the electrical trades should be rather general, with special emphasis on a good foundation in principles of arithmetic. The geometry should deal principally with constructions; the algebra should deal with simple equations, and transposition of formulas, in addition to the four fundamental operations. The work in trigonometry should consist primarily of the solution of right and oblique triangles, with the theory that is necessary to work problems of this type.

1210. **Splann, Carolyn Pike.** Curriculum and methods for ninth grade general mathematics. Master's thesis, 1930. University of Southern California, Los Angeles.

1211. **Stokes, C. N.** Sustained application in ninth grade mathematics. *Journal of educational research*, 21: 364-73, May 1930.

The purpose of this study was to determine the nature and status of the study habits of 92 ninth-grade pupils under a directed study program in general mathematics.

1212. **Thorngate, Vesta M.** Departmental headship in mathematics in high school. Master's thesis, 1930. University of Nebraska, Lincoln. Educational research record (University of Nebraska) 2: 9-14, October 1929.

Analysis of 109 departments of mathematics in cities of 30,000 or more people.

1213. **Tinkham, Catherine Almon.** Requirements and organization of courses in mathematics for the ninth and tenth years in the high schools of California. Master's thesis, 1930. University of Southern California, Los Angeles.

1214. **Trueblood, Clifford Emmett.** Technique of instruction and comparative results for classes of 100 in mathematics. Master's thesis, 1930. Butler university, Indianapolis, Ind.

A technique for teaching large classes in mathematics was evolved. The results obtained were compared by the department with those obtained in the small classes.

1215. **Winegardner, James Henry.** The relation of success in mathematics to success in physics and chemistry in high school. Master's thesis, 1930. Stanford university, Stanford University, Calif.

1216. **Ziegenfuss, George Raymond.** An evaluation of methods of predicting school success in mathematics. Master's thesis, 1929. University of Southern California, Los Angeles. 97 p. National education association, Department of secondary school principals bulletin 34: 80-22, January 1931. (Abstract)

This study is an attempt to evaluate the different methods used in advising certain students concerning their continuance in mathematical studies, and to determine means offering practical possibilities of predicting future achievement in algebra and geometry. Analysis was made of various procedures followed in Lincoln high school in giving pupil guidance in mathematics, and of answers to questionnaires on procedures followed in 22 of the other high schools of Los Angeles.

See also 72, 646, 1073, 1399, 1401, 1405, 1449, 1475, 1495, 1510, 1989, 2184, 2211, 2213, 2910, 3131, 3143, 3879, 3908, 4458.

## ARITHMETIC

1217. **Adams, Roy Edgar.** A study of the comparative value of two methods of improving problem solving ability in arithmetic. Doctor's thesis, 1930. University of Pennsylvania, Philadelphia. Philadelphia, Pa., University of Pennsylvania, 1930. 68 p.

An experiment with public school pupils of grades 3 and 4 to determine the relative value of two methods of instruction in solving problems in arithmetic, with special consideration of the effect of detailed analysis upon pupils' problem solving ability.

1218. **Bates, William Zole.** The effect of organized drill on improvement in reasoning ability in arithmetic. Master's thesis, 1929. University of Colorado, Boulder. 43 p. ms.

Standard tests were given to 171 elementary pupils during the year 1928-1929, for intelligence and achievement levels, followed by objective drills. Findings: (1) Different kinds of ability were measured by the different tests; (2) pupils should gain from 13.8 to 148.5 per cent in the four grades; (3) gain in number of exercises solved, 13.0 to 162.8 per cent for the grades; (4) gain due to drill was approximately one-half school year.

1219. **Brownell, William A.** Remedial cases in arithmetic. Peabody journal of education, 7: 100-107, September 1929; 147-55, November 1929; 208-17, January 1930; 290-98, March 1930; 362-72, May 1930.

The first of this series of articles gives a detailed statement of the purpose of these reports; the general procedure employed; a description of the tests used; and the point of view and theory of teaching and learning which determined the nature of the remedial instruction. Each of the other articles presents a case study of a child who was having difficulty in arithmetic. Case 1, is by Mary L. Gabbert; case 2, by Roy Evans; case 3, by Mattie S. Trousdale; and case 4, by Willie E. Whitson.

1220. Brueckner, L. J. A diagnostic chart for determining the supervisory needs of teachers of arithmetic. *Elementary school journal*, 30: 96-103, October 1929.

The diagnostic chart included in the article is designed to assist the supervisor to determine instructional needs in order that the supervisory program may be intelligently directed. The intelligent use of such a chart will tend to free the individual supervisor from personal bias and prejudices.

1221. Buckingham, B. E. How much number do children know? *Educational research bulletin* (Ohio state university), 8: 279-84, September 11, 1929.

Gives the results of a study of 1,856 children in grade 1 to find out if the children in entering grade 1 are ready for the teaching of number. Sixty per cent of these children could count through 20. Fifty per cent of these six-year-olds knew half the addition combinations when they entered the first grade.

1222. Buswell, Guy Thomas. Summary of arithmetic investigations (1929). *Elementary school journal*, 30: 766-75, June 1930.

The annotated bibliography of investigations of the methods and results of teaching arithmetic represents the publications for 1929 which are worth serious study by students of education. The subjects treated most frequently were diagnostic and remedial teaching, problem solving, curriculum construction, and supervision of methods.

1223. Carson, T. E. and Wheeler, L. R. Rehabilitation in arithmetic with college freshmen. *Peabody journal of education*, 8: 24-27, July 1930.

An experiment was conducted at the East Tennessee state teachers college to determine the arithmetical status of the freshmen at the beginning of the fall quarter of 1929. One hundred and sixty-three freshmen took the Woody McCall's mixed fundamentals in arithmetic forms 1, 2, 3, and 4 tests. Remedial classes were conducted for the 69 students who were below the eighth grade standard, until they showed by passing tests that they had reached the standard.

1224. Chapin, Mamie Gertrude. Grades obtained in arithmetic in grades 6 and 7 in four types of schools. Master's thesis, 1930. University of Chicago, Chicago, Ill.

1225. Chase, V. E. The diagnosis and treatment of some common difficulties in solving arithmetic problems. *Journal of educational research*, 20: 335-42, December 1929.

A common cause of difficulty in solving verbal problems was found to be insufficient mastery of the fundamentals. Failure with the combinations involving 7, 8, and 9 were frequent. Of the fundamental processes, division presented the most difficulty.

1226. ——— How Fordson children perform with specific types of arithmetic problems. 1929. Fordson public school, Dearborn, Mich. 16 p. ms. (Bulletin no. 33.)

Detailed analysis of how children perform with specific types of problems. Much improvement resulted from placing detailed findings in teachers hands.

1227. Ching, J. Frederic. An arithmetic work book for grades 3 and 4. Oakland, Calif., Public schools, 1929. 4 books (40 p. ea.)

Practice exercise in drill materials based on the Oakland course of study.

1228. Christoff, Minnie Louise. A comparative study of the scores made by three levels of eighth-grade arithmetic students of Central junior high school of Kansas City, Kans. Master's thesis, 1929. University of Kansas, Lawrence.

1229. Christofferson, H. C. Arithmetic and college freshmen. *Journal of educational research*, 21: 78-80, January 1930.

Gives the results of a study undertaken to show the ability of college students in arithmetic at the beginning of the first semester of college work and at the end of two months' work, as measured by the Monroe survey test.

1230. ——— College freshmen and problem solving in arithmetic. *Journal of educational research*, 21: 15-20, January 1930.

From a study of 99 college freshmen it is concluded that college freshmen upon entrance have about eighth-grade ability in problem solving.

1231. Connor, W. L. Kindergarten achievement testing in arithmetic. 1929. Board of education, Cleveland, Ohio. (Bulletin, no. 6)

1232. ——— Progress in reasoning in arithmetic in junior high schools. 1929. Board of education, Cleveland, Ohio. (Bulletin, no. 46, January 1929; Bulletin, no. 12, September 1929)

1233. Cowen, Zoe. The relation between arithmetical ability and intelligence. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 36 p. ms.

1234. Dale, George A. Use of modified course of study in arithmetic for borderline children. Master's thesis [1930] University of Iowa, Iowa City.

In several classes of grades 4 to 6, groups of children with borderline mentality were given instruction in arithmetic according to a modified course of study. Results were measured by Denver curriculum tests and compared with data from corresponding control groups using the regular Denver course of study in arithmetic.

1235. Davidson, Frank Howell. Some results of organized drill in arithmetic, grade 8-B. Master's thesis, 1929. University of Colorado, Boulder.

A study was made of the use of Stone-Hopkins-Brown field arithmetic drills in 8-B grade on two classes; one class was given drills twice a week, the other used the regular text. Findings: Group using drills made gains of approximately half a grade in a period of eight weeks, or one-half of a semester.

1236. Deakin, Ora Ethel. Effect of organized drill on success in arithmetic. Master's thesis, 1929. University of Colorado, Boulder. 40 p. ms.

A study to determine the result of organized drill on two groups and its effect on fundamentals and reasoning in arithmetic. Findings: Group using drills made twice the per cent gain, as that made by group not using drills. Per cent gain in fundamentals was three times that of reasoning.

1237. Denver, Colo. Public schools. Courses of study in arithmetic and reading for the slow-learning. Elementary school, grades 1-6. 1930. 209 p. (Course of study monograph, no. 29)

This monograph deals with the classification of pupils for differentiated courses of study, course of study in arithmetic and reading for the borderline child, remedial work, etc. Contains a bibliography.

1238. Dickeman, F. A. Supervisory needs of teachers of arithmetic. Master's thesis, 1930. University of Minnesota, Minneapolis.

1239. Erdman, William A. Correlation between the mastery of the skills in the fundamentals and reasoning ability in arithmetic. Master's thesis, 1929. University of Kansas, Lawrence.

1240. Froberg, J. A. The effect of courses in "The teaching of arithmetic" upon arithmetic skills. Journal of educational research, 21: 74-77, January 1930.

Conclusion: The courses in the teaching of numbers and the teaching of arithmetic given in the teachers colleges have a positive effect upon the arithmetic skills of the students enrolled in them. The effect, however, is insufficient to overcome the initial arithmetic disabilities in many students.

1241. Glover, Mary Corinne. A study of the value of projects in intermediate arithmetic. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 88 p. ms.

1242. Gordon, Ruth Eunice. Methods of teaching problem solving in junior high school arithmetic. Master's thesis, 1930. University of Southern California, Los Angeles.

1243. Greene, Harry A. A critique of remedial and drill materials in arithmetic. Journal of educational research, 21: 262-76, April 1930.

References: p. 274-76.

The experimental and documentary evidence summarized in this report serves to make clear certain issues involved in the development and use of arithmetic drill. The data show that the drill must be constructed to fit a particular purpose and type of use.

1244. Guiler, Walter Scribner. Improving computational ability. *Elementary school journal*, 30: 111-16, October 1929.

A remedial program in computation was conducted in a seventh grade classroom in the public schools of Cedarville, Ohio. A preliminary survey of the class was made to determine the pupils weak in computation. Group and individual needs of pupils below the standard for their grade were diagnosed. Types of errors were determined. Individual needs and difficulties dictated the course of remedial instruction, which consisted in reteaching and in abundant practice. Work was administered as individualized group instruction. The test given at the end of the 12-week period showed a marked improvement for the group as a whole. Pupils varied greatly in amount of individual improvement.

1245. Hagan, Forrest P. An objective appraisal of illustrations in eighth grade arithmetic texts. Master's thesis, 1930. University of Iowa, Iowa City. 128 p. ms.

1246. Haller, Paul William. The value of the arithmetic work books in teaching arithmetic in grades 4 to 7 inclusive. Master's thesis, 1930. Indiana university, Bloomington. 43 p. ms.

1247. Hardin, James B. A study of the relationship between mental ability and achievement in arithmetic, between mental ability and reading ability, and between reading ability and achievement in arithmetic. Master's thesis, 1929. University of Kansas, Lawrence.

1248. Holt, Harvey Julius. The metric versus the English system of measurement in the teaching of arithmetic. Master's thesis, 1930. University of California, Berkeley. 43 p. ms.

The purpose of the study was to make a detailed comparison of the nature and amount of subject matter involved in the teaching of measurement tables and problems in arithmetic under the metric and English systems, and to find out how much time, if any, could be saved by using the metric system. Findings: At least 10 per cent of the time now used in the classroom on arithmetic could be saved by the substitution of the metric for the English system of measurement, since 10 per cent of the total number of problems now found in arithmetic textbooks in the United States could be eliminated, and the number of figures and operations required to solve the average problem could be reduced by 40 per cent.

1249. Hoskins, Mary Catherine. A comparison of two methods of solving linear equations. Master's thesis, 1930. University of Chicago, Chicago, Ill.

1250. Hove, E. Marie. The teaching of the quadratic equation. Master's thesis, 1929. University of Iowa, Iowa City.

1251. Howard, Virginia Worsham. Children's experiences in third grade arithmetic problems. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 156 p. ms.

An analysis and comparison of problem content as related to children's experiences. Study based upon two third grade arithmetic textbooks and original problems from third grade children. There is a degree of similarity found in the problem-content of the three sets of problems. There is a high degree of variation in the frequency with which the different types of activities occur in the three sets of problems.

1252. Hyatt, Ada V. The use of arithmetic by third grade children. Master's thesis, 1930. Ohio state university, Columbus. 50 p. ms.

Personal interviews with seven third grade children covering a period of eight months showed that children have outside experiences, which, if utilized, will give necessary training in arithmetic with few, if any, textbook problems.

1253. Indiana. Department of public instruction. Chart of drill materials in arithmetic. Indianapolis [1930?]

1254. ———. Syllabus for commercial arithmetic. Indianapolis, 1930. 123 p. (Bulletin, no. 100D rev.)

1255. Irving, J. A. An evaluation of the verbal problems in some arithmetics. Master's thesis, 1930. University of Minnesota, Minneapolis.

1256. James, Blanche. A special study of diagnosis in fractions. Master's thesis, 1930. University of Minnesota, Minneapolis.

1257. Jewett, Willa Ferris. A prognostic study of the Los Angeles fundamentals and reasoning tests in arithmetic as given to B8 pupils. Master's thesis, 1930. University of Southern California, Los Angeles.

1258. John, Lenore. Effect of using the long-division form in teaching division by one-digit numbers. *Elementary school journal*, 30: 675-92, May 1930.

During the school year 1927-1928 two groups of fifth grade pupils in the University elementary school of the University of Chicago were taught division by the short-division and long-division methods. Conclusions arrived at are only tentative, as the number of pupils involved in the study was small. Data indicate that a justifiable method of procedure would be to teach first the long-division form, applying it to the solution of examples with divisors of any number of digits. When this method has been learned, teach the short-division method as a short cut, applying it not only to division by one-digit numbers but also to division by two-digit numbers ending in zero or three-digit numbers ending in two zeros and to division by such numbers as 12 and 25, the multiples of which are familiar.

1259. Johnson, J. T. The intrinsic difference in merit between the "borrowing" and "carrying" technique in subtraction of whole numbers. 1930. Chicago normal college, Chicago, Ill. 9 p. ms.

This study covers over 500 cases (250 in each method), 1,000 tests of 65,000 examples. The control test is so made that all personal equations, IQ's are eliminated from final results.

1260. Kemmerer, W. W. and Aaron, Sadie. Analysis of results of Buswell and John diagnostic test in arithmetic (grades H2-H5, inclusive). Houston, Texas, Houston independent school district, 1930.

1261. ———— Analysis of results of Woody-McCall mixed fundamentals test in arithmetic. (Grades H3, H5, and H7) Houston, Texas, Houston independent school district, 1930.

1262. Kramer, Grace A. The effect of certain factors in the verbal arithmetic problem upon children's success in solution. Doctor's thesis, 1930. Johns Hopkins university, Baltimore, Md. 25 p. ms.

1263. Langworthy, Clayton Adolphus. Homogeneous grouping in arithmetic. Master's thesis, 1930. University of Southern California, Los Angeles.

1264. 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, 1930. Duke university, Durham, N. C.

Changing conceptions of aims in teaching arithmetic as revealed by a study of textbooks and courses of study and social conditions underlying and causing changes.

1265. McLeod, Ethel Ruth. Influence of summer vacations on achievement in arithmetic, reading, composition. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 34 p. ms.

1266. Maher, Maryellen. Case studies of marked disparity between intelligence and accomplishment in arithmetic. Master's thesis, 1930. University of Southern California, Los Angeles.

1267. Mann, Rubie. The need of junior high school pupils for stronger elementary bonds in arithmetic. Master's thesis, 1929. University of Southern California, Los Angeles. 80 p. National education association. Department of secondary school principals, 34: 36-38, January 1931. (Abstract)

The aim of this study was to ascertain to what extent a group of pupils finishing the seventh grade had complete mastery of the fundamental bonds or combinations in arithmetic. Approximately 240 pupils finishing the seventh grade in the John Muir high school of Los Angeles were tested in giving automatic responses to the more difficult half of the 400 possible combinations in the four processes.

1268. Masson, J. S. Progress in the four fundamental processes in arithmetic. 1930. City schools, Lorain, Ohio. 10 p. ms.

A study of grades 6B to 8A inclusive. Findings: Practically no progress was found in the four fundamental processes in arithmetic after grade 7B, but level was maintained.

1269. Mathews, C. O. A method of constructing useful division tables. *Journal of educational research*, 22: 47-49, June 1930.

The article shows the method of constructing a table to facilitate the division of any number by a common divisor.

1270. Maxfield, Myrri M. An experimental study of the "individualized" versus the conventional classroom "recitation" method of teaching simultaneous equations. Master's thesis, 1930. University of Southern California, Los Angeles.

1271. Meyer, Fred W. Criteria for a course of study in arithmetic. Master's thesis, 1930. University of Buffalo, Buffalo, N. Y. 67 p. ms.

This study is an analysis made to determine to what extent scientific studies have found their way into the different courses of study issued by the state department of education. Criteria were set up to help evaluate, revise, or interpret a course of study in arithmetic. The thesis shows, to a certain extent, what has been done and what remains to be done. It concludes that no school has at present a course of study that could advantageously be made applicable to schools in all communities.

1272. Miller, Florence May. Ability of third grade children to comprehend a mastery plan for addition. Master's thesis, 1930. Boston university, Boston, Mass.

1273. Miller, Lillian McKnight. An analysis of elementary arithmetic texts. Master's thesis, 1929. University of Colorado, Boulder. 78 p. ms.

Analysis of five recent and commonly used elementary arithmetic text series, showed 75 per cent of all problems are one-step problems involving the four fundamentals; four per cent are devoted to long division; multiplication was emphasized most; 73 per cent of all problems were expressed in numbers; 16 per cent of all problems use both numbers and symbols; authors do not agree on type or time emphasis.

1274. Minneapolis, Minn. Public schools. Instructional research department. Junior high school drill in arithmetic. 1929.

1275. Monroe, Mich. Public schools. Course of study in arithmetic, grades 1-6. 1930. 80 p. ms.

1276. Montgomery, I. J. The determination of the value, as an educational procedure, of setting up minimum essentials for mastery in third grade arithmetic. Master's thesis, 1929. University of Nebraska, Lincoln. 91 p. ms.

Findings: The classes using minimum essentials showed significantly greater progress.

1277. Muncie, Ind. Public schools. Department of educational research. Report on use of Woody-McCall mixed fundamental test, form 2, in arithmetic. 1930. 6 p. ms. (Bulletin, no. 33)

1278. ————— Survey tests in problem solving in arithmetic. Grades 3B-8A. 1930. 5 p. (Bulletin, no. 39)

The purpose of this testing was to compare the base line of problem solving achievement in March with that of November and to appraise results of instruction in problem solving in the Muncie schools and to stimulate diagnostic study in order to correct weakness in the technique of problem solving.

1279. Myers, Anna G. and Parker, Charles S. Schorling-Clark-Pattee arithmetic test, form B. Kansas City, Mo., Bureau of research, 1929. 3 p.

Achievement of Kansas City pupils in fundamentals, fractions, decimals and percentages was studied and an increase in accuracy was noted.

1280. National society for the study of education. Report of the committee on arithmetic. Bloomington, Ill., Public school publishing company, 1930. 709 p.

Part 1 contains 408 pages (six chapters) on various aspects of arithmetic. Part 2 contains 298 pages (14 chapters) on research in arithmetic.

1281. Nelson, Ethel V. Information units in arithmetic, a study of the historical background of present arithmetic vocabularies and processes. Master's thesis, 1930. University of Minnesota, Minneapolis.
1282. New York (City) Board of education. Bureau of reference, research, and statistics. Diagnostic and remedial work in arithmetic fundamentals. (Educational measurements for the class teacher, nos. 9-12, September 1929-January 1930)
- The September issue deals with methods of diagnosis, the October issue with general difficulties and pedagogic implications, the November issue with inventory of errors and remedial suggestions in addition and subtraction, and the January issue with inventory of errors and remedial suggestions in multiplication and division.
1283. Niles, Henry Clay. An experiment in the intensive teaching of arithmetic to various groups of elementary school pupils. Master's thesis, 1930. University of Southern California, Los Angeles.
1284. Olander, Herbert Theodore. Experimental determination of the degree of transfer between taught and untaught combinations in simple addition and subtraction. Doctor's thesis, 1930. University of Chicago, Chicago, Ill.
1285. Osburn, W. J. A study of the validity of method of teaching long division. Columbus, Ohio state department of education, 1930. 20 p.
- Findings: One method of teaching long division is markedly better than the others.
1286. Overman, J. R. An experimental study of the effect of the method of instruction on transfer of training in arithmetic. In Michigan schoolmasters' club. Journal, 1930. p. 233-35. (University of Michigan official publication, vol. 32, no. 8, July 26, 1930)
1287. Patterson, M. Rose. Report on test in arithmetic to pupils entering 7B. 1930. Public schools, Baltimore, Md. 18 p. ms.
1288. Pearson, H. W. A survey of arithmetic in the Belkfield public schools. Master's thesis, 1930. University of Minnesota, Minneapolis.
1289. Pittsburgh, Pa. Public schools. Department of curriculum study and research. Revision of the diagnostic combinations test in arithmetic. 1930.
1290. Polkinghorne, Ada Ruth. The concepts of fractions of children in the primary school. Master's thesis, 1930. University of Chicago, Chicago, Ill.
1291. Raths, Louis Edward. The grade placement of the addition and subtraction of fractions. Master's thesis, 1930. University of Chicago, Chicago, Ill.
1292. Rolker, Edna. A supervisory study of remedial instruction in the solution of arithmetic problems. Master's thesis, 1930. Johns Hopkins university, Baltimore, Md.
1293. Rose, Anna B. A course for student teachers in teaching arithmetic to seventh-grade children in New York City. Master's thesis, 1930. New York university, New York, N. Y. 55 p. ms.
1294. Sauble, Irene. The effect of time allotment upon achievement in arithmetic in the second grade. Master's thesis, 1930. University of California, Berkeley. 47 p. ms.
- Experiment carried through a single half grade, the low second, during the 20 weeks of the spring semester of 1929, and then repeated in the high school during the fall of 1929. Ten classes of 40 pupils each in the schools of Detroit were used. Time was the only varying factor in the experiment. Findings: Most pupils in the low second profited somewhat from the additional time (30 minutes daily instead of 20). Pupils in the high second made no gain in achievement as a result of additional time. In the low second, the amount of gain was not considered proportionate to the additional time expended. Among the nationality groups, the colored and American pupils both gained, but the foreigners made no appreciable gain.

1295. **Schindler, Elmer P.** An objective appraisal of illustrations in third grade arithmetic texts. Master's thesis, 1930. University of Iowa, Iowa City. 146 p. ms.

1296. **Sioux City, Iowa. Public schools. Committee of principals and supervisors.** Arithmetic curriculum. 1930. 134 p.

A study was made of the grades from the kindergarten through the sixth grade, inclusive.

1297. **Smallidge, Olive E.** A study of methods of subtraction as used by the 4B pupils of Flint. In Michigan schoolmasters' club. Journal, 1930. p. 235-38. (University of Michigan official publication, vol. 32, no. 8, July 26, 1930)

1298. **Spencer, Peter Lincoln.** A study of arithmetic errors. Doctor's thesis, 1930. Stanford university, Stanford University, Calif.

1299. **Thompson, K. L.** Arithmetic achievement in Jersey City. 1930. Public schools, Jersey City, N. J. 20 p.

1300. **Tingelstad, S. B.** The difficulties of fraction types for pupils in towns of less than 1,000 population. Master's thesis, 1930. University of Minnesota, Minneapolis

1301. **Trousdale, Mattie Sue.** Some number abilities of beginners in rural and town schools. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 36 p. ms.

A study of 192 rural and 139 town children of West Kentucky before being taught at school. Findings: Children studied have had some number expressions before entering school, they can count some by rote and with objects; they possess some ability to count objects in groups; the majority can recognize money in common use; a good per cent show a knowledge of number vocabulary; in majority of abilities tested, the town group showed a greater extent of knowledge than the rural group.

1302. **Tyson, Ivernia.** Difficulties in long division persisting two years after initial instruction. Master's thesis, 1930. University of Iowa, Iowa City. 135 p. ms.

1303. **Warburton, Robert C.** Trends of development in arithmetic as revealed by standardized tests. Master's thesis, 1930. University of Chicago, Chicago, Ill. 116 p. ms.

Results of 1,300 arithmetic tests given to groups of 100 in each grade from the fifth to post graduate group were studied. Findings: Two general curves of growth, rapid and steady from grades five to eight, slight regression at ninth level, with steady slow growth thereafter until after graduation.

1304. **Weinberg, E. F.** Theory of numbers. 1929. Rollins college, Winter Park, Fla.

1305. **Whisnant, Albert Freeman.** The effects of organized drill on fundamental processes in arithmetic. Master's thesis, 1929. University of Colorado, Boulder. 34 p. ms.

One hundred pupils with eight months drill, and 76 pupils with no drill were studied for efficiency of drill in the fundamentals of arithmetic in respect to accuracy and speed. Findings: Number of problems solved by drill group was 41 per cent; nondrill group, 11 per cent. Greatest gain was in normal IQ group and in the third grade group. Drill is superior.

1306. **Wolfe, Beatrice Catherine.** Comparison of the abilities of boys and girls in the solving of general and specific problems in arithmetic. Master's thesis, 1930. College of the City of New York, New York, N. Y. 67 p. ms.

Eight sixth year classes in a New York City school were employed. Improvement and level of achievement were both taken into account. Slight superiorities in favor of boys were found.

1307. **Wright, W. W.** Indiana state course of study in arithmetic. State department of public instruction, Indianapolis, Ind. 1930.

See also 227, 295, 423, 427, 579, 652, 661, 1183, 1185, 1312, 1341, 2331, 2823, 2917, 3098, 4205, 4220, 4264.

## ALGEBRA

1308. **Adams, Imogen.** An analysis of nine workbooks in first year algebra. Master's thesis, 1930. University of North Dakota, Grand Forks. 109 p. ms. School of education record (University of North Dakota), 16: 23-32, October 1930. (Abstract)

In her critical evaluation of nine workbooks in first year algebra, the author has related the aims of the study of algebra to the aims of education in general, and has shown to what extent workbooks may aid in attaining these aims.

1309. **Aylard, Margaret Helen.** The fundamental skills of ninth grade algebra. Master's thesis, 1929. University of Denver, Denver, Colo. 48 p. ms.

In algebra the fundamental skill is the ability to discern in a given situation the elements of difference from likeness to other situations and the application to a given situation of the necessary processes. The skills are of two kinds—manipulative and associative.

1310. **Betz, William.** Syllabus in elementary algebra. Albany, N. Y., University of the State of New York, 1930. 31 p.

1311. **Black, George Krebs.** Predicting success in ninth grade algebra by ratings obtained through the Terman group test of mental ability. Master's thesis, 1930. University of Southern California, Los Angeles.

1312. **Buckingham, Guy E.** Nature, frequency and persistence of errors made by students of first year algebra in the four fundamental processes of addition, subtraction, multiplication and division. Doctor's thesis, 1930. Northwestern university, Evanston, Ill.

1313. **Clem, Orlie M. and Hendershot, Bertha A.** Some difficulties involved in solving verbal problems in elementary algebra. Mathematics teacher, 23: 141-47, March 1930.

The chief difficulties can be reduced to a relatively few types, such as inability to read the problem, etc.

1314. **Cooke, Cecil E.** Methods and materials in high school algebra as set forth in state department courses of study. Master's thesis, 1930. Duke university, Durham, N. C.

A study of the aims, methods, and materials set forth in courses of study in algebra, published by state departments of education; shows frequency of listings of various topics; requirements for graduation and points emphasized by published handbooks.

1315. **Diehl, John L.** Analysis of six first-year algebra books to determine scope and character of abstract and written problems. Masters' thesis, 1930. University of Pennsylvania, Philadelphia. 60 p. ms.

1316. **Gill, Dorothy D.** Algebra for college preparation. Master's thesis, 1930. University of Hawaii, Honolulu. 200 p. ms.

An analysis of college requirements of algebra actually needed in higher courses as revealed by university catalogues and courses. Develops a series of units in algebra, calculated to give the needed preparation as revealed by the analysis.

1317. **Gilliland, Gladys.** Kinds, frequency, and persistency of errors made by first year algebra pupils in factoring. Master's thesis, 1929. Northwestern university, Evanston, Ill.

1318. **Hazelwood, Lucy.** The development of high school textbooks in algebra during the nineteenth century. 1930. Duke university, Durham, N. C.

Shows development of topics and shifting emphasis with present trends in aims and methods; a summary of changing conceptions in values of algebra.

1319. Hensler, Claudia. A comparative study of achievement in first year algebra. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 35 p. ms.

Comparison of achievement of accelerated groups of pupils in first year algebra with that of three different ability groups of nonaccelerated pupils, 1929-1930. Findings: Accelerated group compared favorably with average group of nonaccelerated pupils.

1320. Hill, George E. Survey of the vocational usages of elementary high school algebra. Master's thesis, 1930. Northwestern university, Evanston, Ill.

1321. Hollin, Howard O. The effect of certain preliminary exercises on the ability to solve verbal algebra problems. Master's thesis, 1930. University of Iowa, Iowa City. 52 p. ms.

1322. Kroll, Florence I. Comparison of the content of selected French and American first year algebra texts. Master's thesis, 1930. University of North Dakota, University.

1323. Lyon, Virgil E. A study of certain difficulties experienced by pupils in the solution of verbal problems in algebra. Master's thesis, 1930. University of Wisconsin, Madison.

1324. McCuen, Theron L. Predicting success in algebra. Journal of educational research, 21: 72-74, January 1930.

From data obtained at the Palo Alto union high school it was found that the group intelligence quotient as determined by the Terman group test of mental ability is a better basis for grouping students in algebra according to probable success than any of the other criteria used in this study.

1325. McLeary, Ralph D. The experimental technique for individual instruction in high school algebra. Master's thesis, 1930. Colby college, Waterville, Me. 123 p. ms.

A study was made of algebra classes at Waterville senior high school, 1929-1930. Pupils under individual instruction plan progress on the average a little more slowly but do more thorough work and of superior quality in comparison with the traditional plan.

1326. Pace, Jarrette Boyle. The improvements in methods and materials in the teaching of algebra in the secondary schools. Master's thesis, 1929. University of Texas, Austin.

1327. Paxton, Margaret. Predicting success in junior high school algebra. Master's thesis, 1929. Stanford university, Stanford University, Calif. 110 p. ms.

The algebra grades of 504 pupils who had attended Washington junior high school were compared with the intelligence quotients of the pupils and with the grades made in arithmetic, English, social science, etc. Comparisons were made graphically and statistically. The graphs showed some relation between algebra grades and intelligence quotients and between algebra grades and the grades in the various other subjects. The writer concludes that all students who have shown ability in arithmetic should be urged to take algebra, no matter what line of work they expect to pursue. Also any student, even if he has failed in arithmetic, should have the opportunity of taking algebra, provided he has a desire to try it.

1328. Philadelphia, Pa. Public schools. Division of educational research. Diagnostic analysis of achievements in algebra, part 1, form B, grade 8B. 1930. (Bulletin, no. 126)

1329. Piper, A. H. The validity of certain general and special tests for prognosis in first year algebra. Master's thesis, 1930. University of Iowa, Iowa City. 49 p. ms.

1330. Reinshagen, Irene Alice. Analysis of content of practice books in algebra. Master's thesis, 1930. New York university, New York, N. Y. 58 p. ms.

Analysis of six books published between 1925 and 1928, showing the topics treated, the amount of practice of each topic, and sequence of topics.

1331. **Richards, Marie L.** An analysis of the objectives and content of algebra. Master's thesis, 1930. Akron university, Akron, Ohio. 57 p. ms.

The analysis of the content and objectives of algebra in secondary schools as found in textbooks now published.

1332. **Shank, C. Earl.** An experiment in directing thinking in high school algebra. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. University of Pittsburgh bulletin, 27: 374-75, November 1930. (Abstract)

1333. **Smith, Howard H.** Algebra problem concepts and informal objective testing. Master's thesis, 1930. University of Iowa, Iowa City. 77 p. ms.

1334. **Snyder, E. J.** (Morrisville, N. Y.) Vocabulary and also certain devices in algebra to promote accuracy. [1930]

1335. **Sowle, Wesley Atwood.** Case studies of 20 maladjusted pupils in ninth grade algebra. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. University of Pittsburgh bulletin, 27: 387-88, November 1930. (Abstract)

1336. **Stephens, Stella Elizabeth.** Diagnosis of student difficulties in formulas in first year algebra. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 100 p. ms.

The location of student difficulties as found from results of a series of diagnostic tests. Findings: A low degree of mastery in the solution of formulas and a consequent need for remedial work.

1337. **Stock, Earl K.** An analysis of elementary algebra textbooks for comparison of content and emphasis of material. Master's thesis [1930]. Pennsylvania state college, State College, Pa. 25 p. ms.

A method was set up for the analysis of algebra texts for material content. All text material was divided into three topics, explanation, drill problems, and verbal problems. All lines of explanatory material were counted for item 1 and all problems for items 2 and 3 under 20 divisions such as factoring, fractions, etc. The results were tabulated for 10 elementary texts and a comparison made of their relative content and emphasis. Findings: (1) There is wide variation in the amounts of material and emphasis on the various divisions; (2) the method seems to be practicable and convincing for describing and evaluating texts so far as material content is concerned; (3) a factual basis for describing 10 texts was obtained.

1338. **Stone, John C. and Mallory, Virgil S.** Teaching and learning units in algebra. Chicago, Ill., Benjamin H. Sanborn and company, 1930. 331 p.

1339. **Taylor, Rachel.** The reality of ninth grade algebra problems. Master's thesis, 1930. Colorado state teachers college, Greeley. 61 p. ms.

1340. **Tothero, H. H.** An experiment to determine the relative merits of a general rule versus special rules in teaching algebraic special products. Master's thesis, 1930. Pennsylvania state college, State College, Pa. 53 p. ms.

Three experiments were conducted. Forty-two subjects were used, in the first experiment, 42 in the second, and 48 in the third. Percentile scores of IQ, AQ (arithmetic quotient) grades and matching test were used to match subjects. Results favor general rule. Achievement of control groups was only 57 per cent of the achievement of the experimental group.

1341. **Tucker, Guy E.** The effect of specific drill in eliminating errors in the four fundamental processes of addition, subtraction, multiplication and division of algebraic monomials. Master's thesis, 1930. Northwestern university, Evanston, Ill.

1342. **Wadzinski, Teofil Gerald.** Fluctuations in the amount of work done and in the skills of first year algebra pupils. Master's thesis, 1929. New York university, New York, N. Y. 98 p.

1343. **White, Annabel Lee.** Retention of elementary algebra through quadratics after varying intervals of time. Doctor's thesis, 1930. Johns Hopkins university, Baltimore, Md. 129 p. ms.

1344. **Ziegenfuss, George R.** Predicting success in algebra and geometry. Los Angeles educational research bulletin, 9: 11-12, 15, October 1929.

Answers to a questionnaire sent to 27 Los Angeles senior high schools gave the bases for predicting success in mathematics. Review of previous studies in prognosis of ability in mathematics showed that by means of a composite of the factors considered with proper weightings and by use of multiple correlations, high relationship has been found between success in mathematics and in other school subjects. No single factor can be used alone; traits other than intelligence and success in other school subjects must be considered; different types of mathematics demand different abilities. Rogers test of mathematical ability has practical value in predicting success in algebra and geometry if carefully used.

See also 351, 661, 1173, 1183, 1185, 1203, 2912, 2916, 2920, 3079, 3097, 3138.

#### GEOMETRY AND TRIGONOMETRY

1345. **Brock, Ikie.** An analysis of American textbooks in plane geometry published since 1800, with indications of changes and trends in emphasis. Master's thesis, 1930. Duke university, Durham, N. C.

Seeks to discover emphasis and methods in plane geometry with shifting purposes in the past century and direction of development today.

1346. **Brookens, Glen Erwin.** A study to determine the correlation between objective test scores and subjective grades in plane geometry. Master's thesis, 1930. University of South Dakota, Vermillion. 71 p. ms.

1347. **Brown, Laura Marie.** Achievement of pupils in one semester of tenth grade geometry. Master's thesis, 1930. University of Chicago, Chicago, Ill.

1348. **Chapman, Andrew Barney.** The effectiveness of two different teaching techniques in plane geometry. Master's thesis, 1930. University of South Carolina, Columbia.

1349. **Cowley, Elizabeth B.** The vocabulary of plane geometry. Journal of educational research, 20: 392-94, December 1929.

Contains some information on the vocabulary of tests in geometry.

1350. **Crago, Eva Laura.** The use of supplementary help in the teaching of plane geometry. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. University of Pittsburgh bulletin, 27: 248-49, November 1930. (Abstract)

1351. **Duback, Merrill Leon.** A study in geometry prognosis. Master's thesis, 1929. University of Colorado, Boulder. 42 p. ms.

A study to determine relative value for prediction of success in geometry of school marks in the eighth year; school marks in the ninth year; IQ; scores on Rogers sextet; scores on Van Wagenen reading scale. Findings: Rogers sextet is of decided value; freshman marks, IQ, and eighth grade marks are of limited value; Van Wagenen reading scales are useless; composite of all five bases of decided value.

1352. **Eddy, Louise Barbour.** Motivating the study of geometry. Master's thesis, 1930. University of Chicago, Chicago, Ill.

A study of the nature and need of motivation in education and in mathematics, the historical development of motivation in geometry teaching, and an analysis of 45 textbooks in plane geometry to determine the growth of motivation since 1873.

1353. **Fuller, Florence D.** The evaluation of geometry texts. 1930. Public schools, Los Angeles, Calif. 58 p. ms.

1354. **Hall, E. B.** A test in plane geometry. Master's thesis, 1929. University of Virginia, Charlottesville.

The investigation is concerned with the deviation and standardization of a test for plane geometry. Several hundred pupils of the city high schools of Virginia were used to construct and standardize the test. The test was found to be highly valid and reliable.

1355. **Harper, Sarah Viola.** A comparison of two types of organization of subject matter in plane geometry. Master's thesis, 1930. University of Chicago, Chicago, Ill.

1356. **Hendrick, Ethel May.** How to study geometry. Master's thesis, 1930. University of Southern California, Los Angeles.

1357. **Johnston, Helen.** Preparation and evaluation of unit tests in plane geometry. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. University of Pittsburgh bulletin, 27:361-62, November 1930. (Abstract)

1358. **Long, Maceo W.** Analysis of errors in the solution of trigonometric identities. Master's thesis, 1929. Northwestern university, Evanston, Ill.

1359. **Malin, Edith B.** Objective tests of certain units in intuitive geometry. Master's thesis, 1929. Western Reserve university, Cleveland, Ohio. 100 p. ms. Junior high school mathematics, the intuitive geometry part, was evaluated for selecting test materials. Eight objective tests were developed and coefficients of correlation were found using two halves of each test. High degree of validity in the tests was found.

1360. **Newmeyer, Donald.** Construction of a standard test in plane geometry. Master's thesis, 1930. University of California, Berkeley. 45 p. ms.

The purpose of the study was to provide an objective measure of achievement in plane geometry suitable for use in the secondary schools. Final test consists of 70 true-false items, 20 multiple choice items, and 15 pairs in matching exercises (including 5 additional unmatched responses)

1361. **Prag, Lewis D.** A comparison of plane geometry textbooks of the period of about 1900-1910 and the period of about 1920-1929, and an analysis of the modern trend in plane geometry. Master's thesis, 1930. New York university, New York, N. Y.

1362. **Raybill, Martha.** A study of the original exercises in 10 textbooks in plane geometry concerning a period of 176 years. Master's thesis, 1930. University of Kansas, Lawrence.

1363. **Stewart, Marie.** A prognosis test in geometry. Master's thesis, 1930. University of Colorado, Boulder. University of Colorado studies, 18:108, December 1930 (Abstract)

The problem involved was the construction of a test which would predict the success of pupils in geometry. The test was administered to 212 beginning pupils in geometry in the schools of Hutchinson, Kans. The results obtained indicate that the test may be considered valuable for such purpose.

1364. **Tobey, William Sylvester.** Presentation of plane geometry through pupil discovery. Master's thesis, 1929. New York university, New York, N. Y. 118 p. ms.

1365. **Tuttle, Jean.** Construction of a geometry test. 1930. Public schools, Oakland, Calif. 21 p. ms.

1366. **Ufkess, Jennette Sylvia.** Predicting success in plane geometry by means of spatial relations tests. Master's thesis, 1930. University of Texas, Austin.

1367. **Walker, Flora.** The isosceles triangle; its proof and place in present-day high school geometry. Master's thesis, 1930. Stanford university, Stanford University, Calif.

1368. **Williams, Leonard Eldred.** The relation of the results of a series of form board tests to the ability to do plane geometry. Master's thesis, 1929. University of Virginia, Charlottesville.

See also 645, 647, 1173, 1185, 1203, 1358, 2916.

#### SCIENCE

1369. **Barnes, Cyrus W.** Making a battery of tests in junior high school science. Master's thesis, 1929. New York university, New York, N. Y. 52 p. ms.

1370. **Bartholomew, Constance Margaret.** The science club in the junior high school. Master's thesis, 1930. Boston university, Boston, Mass.

1371. **Bayne, Thomas L.** (Ithaca, N. Y.) The need for a scientific attitude toward science tests in high school teaching. [1930]

Findings: Standardized tests in science have limitations as to reliability and validity which must be taken into account by the teacher who would cultivate in himself a scientific attitude. The tests may formalize instruction.

1372. **Beauchamp, Wilbur Lee.** An analytical study of attainment of specific learning products in elementary science. Doctor's thesis, 1930. University of Chicago, Chicago, Ill.

1373. **Bozchult, Inez and Bozchult, M. K.** Pupils' interests in science as manifested by the questions they ask. Master's thesis, 1930. University of Nebraska, Lincoln. 64 p. ms.

Analysis of 8,127 questions asked by 1,803 junior high school pupils in four schools of Lincoln, Nebr.

1374. **Braun, Anthony.** The status of the sciences in the Catholic high school. 1930. Catholic university of America, Washington, D. C. 48 p. ms.

1375. **Carpenter, Harry A.** Success in physics and chemistry in relation to general science and biology. *Science education*, 14: 589-99, May 1930.

Findings: Students with general science preparation throughout the seventh, eighth and ninth grades of the junior high schools do superior work in physics and chemistry to students with biology preparation; students with general science training become more interested in science as evidenced by their election of science courses in addition to the requirements and by superior grades.

1376. **Cordrey, E. E.** Relative and total amount of time given to recitation and laboratory work in science courses. 1930. Arkansas state teachers college, Conway. 3 p. ms.

Gives the results of a questionnaire received from 67 schools.

1377. **Davis, James P.** The sciences offered by the junior colleges with special reference to the sequence of courses. Master's thesis, 1930. Northwestern university, Evanston, Ill.

1378. **Edmiston, R. W.** Instructional implications from a study of overlapping in secondary school science. Doctor's thesis, 1930. Ohio state university, Columbus. 170 p. ms.

1379. **Edwards, Howard E.** A complete act for developing a functional unit of subject matter in science. Master's thesis, 1930. Teachers college, Columbia university, New York, N. Y. 80 p. ms.

A course of study in the topic of machines was developed from this study.

1380. **Fay, Paul Johnson.** The history of science teaching in American high schools. Doctor's thesis, 1930. Ohio state university, Columbus. 517 p. ms.

A history of the extension and of the development of the aims, subject matter, and teaching methods of high school sciences. Findings: There have been three periods in science teaching respectively characterized by informational aims, disciplinary aims, and diversification.

1381. **Guthrey, Casey Garnett.** Science department heads in high schools of Missouri. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 52 p. ms.

1382. **Hollinger, J. A.** Elementary science tests. 1930. University of Pittsburgh, Pittsburgh, Pa.

1383. **Kansas. State department of education.** Course of study for high schools. Part 5. Science. Topeka, 1930. 92 p.

1384. **Larabee, Louis M.** A one semester course of study in astronomy for a senior high school. Master's thesis, 1930. University of Hawaii, Honolulu. 80 p. ms.

1385. Nettels, C. H. The correlation of science with other junior high school subjects. 1930. Public schools, Los Angeles, Calif. 7 p. ms.

1386. ——— Evaluation of textbooks for BS science. 1930. Public schools, Los Angeles, Calif. 32 p.

1387. ——— Science in junior high school courses, 1930. Public schools, Los Angeles, Calif. 7 p. ms.

1388. ——— Science in periodicals. 1930. Public schools, Los Angeles, Calif. 5 p. ms.

1389. ——— Science interests of adults. 1930. Public schools, Los Angeles, Calif. 6 p. ms.

1390. ——— The science interests of children. 1930. Public schools, Los Angeles, Calif. 13 p. ms.

1391. ——— Science in the local environment. 1930. Public schools, Los Angeles, Calif. 13 p. ms.

1392. ——— Science needed for efficient living. 1930. Public schools, Los Angeles, Calif. 14 p. ms.

1393. Pittsburgh, Pa. Public schools. Department of curriculum study and research. Elementary science tests for grades 4B-6A. 1930.

1394. Pletcher, Elsie M. History of reaction time experiments as carried out in American laboratories. Master's thesis, 1929. Northwestern university, Evanston, Ill.

1395. Smith, Victor C. Science methods and superstition. School and Society, 31: 66-68, January 11, 1930.

This study was undertaken to secure evidence on the value of laboratory work in general science and on the effect of studying science on superstition. Two experimental groups were set up in the ninth grade of the high school at Potlatch, Idaho. One group was a reading group, the other a laboratory group. The study shows little positive evidence that might cause any change in instruction; superstition decreases as a result of science instruction.

1396. Stemple, Forrest W. Science needs of pupils in small high schools based on an activity analysis. Doctor's thesis, 1930. Cornell university, Ithaca, N. Y. 175 p. ms.

A study of 1,067 activities of the people of four different types of communities in West Virginia with reference to the contributing values in science. Findings: So far as activities are concerned biology seems by far the most important science subject for the small high schools. Physics and chemistry seem about equally important. The activities involve, in at least half the cases, more than half the sciences in combination; the separating of the sciences in teaching them may be logical but it is not natural. Chemistry alone occurs scarcely half as many times as chemistry in connection with biology, and geological phases of science occur in the activities of rural people almost five times as frequently in connection with biology as alone. Biology can scarcely be taught as a single science.

1397. Sutherland, J. Homer. An appraisal of the science background of state teachers' college entrants. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. University of Pittsburgh bulletin, 27: 393-94, November 1930. (Abstract)

1398. Texas. State department of education. Texas high schools. The teaching of science. Austin, 1929. 77 p. (Bulletin, vol. 5, no. 9, October 1929. No. 262)

This bulletin sets forth definite directions for planning the laboratory and class exercises; special attention is given to the selection of lists of experiments for each of the sciences, to the selection of good books for teachers and pupils, and to the compilation of teaching aids.

1399. Washington (State) Department of education. High school science and mathematics. Olympia, Wash., 1930. 84 p.

1400. Webb, Ralph. Current practices in the teaching of science in junior colleges. Master's thesis, 1930. University of Southern California, Los Angeles.

1401. Wilson, W. K. Minimum essentials of high school mathematics needed for freshman and sophomore chemistry and physics at Ohio state university. 1930. - Ohio state university, Columbus. 33 p. ms.

A study to determine the minimum essentials of high school mathematics needed for freshman chemistry at Ohio state university. An analysis of the chemistry used in this university reveals only 71 different type problems used to illustrate and teach all chemistry presented from this test.

See also 165, 176, 2075, 2205, 2213, 2230, 2281, 2345, 3023, 3131, 4102, 4381, 4650.

#### GENERAL SCIENCE

1402. Bailey, Thomas C. A course in general science. Master's thesis, 1930. University of New Hampshire, Durham. 100 p. ms.

A course of study prepared for use in high schools.

1403. Bek, Cornelius Frederick. Curriculum construction in general science. Master's thesis, 1930. Loyola university, Chicago, Ill. 63 p. ms.

1404. Bixler, Melvin B. An evaluation of the Every pupil general science test given December 10, 1929. Master's thesis, 1930. Ohio state university, Columbus. 79 p. ms.

An evaluation of the 100 questions in the Every pupil general science test as to: thought provoking qualities; value of knowledge; clearness; and correlation to textbooks. Findings: The Every pupil test was administered by the Ohio state department of education, in December and April of the year 1929-1930. The results were compiled by the State department of education so that teachers could compare their pupils with others.

1405. Bock, Lillian A. Amount of mathematics needed for a course in general science. Master's thesis, 1930. Columbia university, New York, N. Y.

1406. Corbally, John E. A comparison of two methods of teaching one problem in general science. School review, 38: 61-66, January 1930.

Four classes in general science in the Queen Anne high school, Seattle, Wash., were studied in order to compare the assignment-recitation plan with the unit plan. The four classes were of about the same average intelligence, and had approximately the same previous information on the subject. The experiment was carried out under everyday classroom conditions. The results of the investigation tend to show that neither method of teaching studied is distinctly superior to the other. The teacher is the determining factor, rather than the method or device.

1407. Eldredge, William L. Testing in general science. Master's thesis, 1929. Teachers college, Columbia university, New York, N. Y. 20 p. ms.

1408. Harap, Henry and Persing, Ellis C. The present objectives in general science. Science education, 14: 477-97, March 1930.

An analysis of five curriculum investigations, 11 courses of study and five textbooks, to determine the specific objectives in general science.

1409. Lower, George G. The teaching of general science. Master's thesis [1930] University of Pennsylvania, Philadelphia. 60 p. ms.

A study of the methods and content of eighth and ninth grade science and eighth-grade geography.

1410. Peebles, Grace. The socialized recitation in general science. Journal of educational research, 20: 151-53, September 1929.

Gives the results of an experiment conducted in the seventh grade of the schools of Fond du Lac, Wis. Findings: While the socialized study group showed more gain in the matter of getting information, the differences were not statistically significant; the socialized recitation group showed greater and keener interest in the subject-matter as measured by an activity record.

1411. **Bohrbach, Q. A.** A study guide in general science. 1930. University of Pittsburgh, Pittsburgh, Pa.

1412. **Shaffer, Arthur B.** The relation of general science to a program in education. Master's thesis, 1930. Ohio state university, Columbus. 83 p. ms. A curriculum in general science for seventh, eighth, and ninth years is organized to illuminate a new program in education.

1413. **Shuller, Albert Theodore.** The unit method versus the recitation method of teaching general science. Master's thesis, 1929. University of Colorado, Boulder. 91 p. ms.

A study undertaken at junior high school, Ft. Smith, Ark., with two groups equated for CA, IQ, and reading ability; alternate methods of instruction were used. Findings: Recitation method was more effective than the unit method for increasing pupil achievement.

1414. **Smith, Victor Clyde.** A comparison of the reading-recitation and laboratory methods in the teaching of general science. Master's thesis, 1929. University of Minnesota, Minneapolis.

See also 308, 1375, 2101.

#### NATURE STUDY

1415. **Blechman, Elias.** Aspects of extra-mural opportunities for nature study in New York City and the extent to which they were utilized in 1928. Master's thesis, 1929. New York university, New York, N. Y. 44 p.

1416. **Burgess, Elizabeth Vestal.** School-room pets as a stimulus towards science learning. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 186 p. ms.

1417. **Calloway, Milton.** A study of the content of courses in nature and science education in 100 teachers' colleges and normal schools with a study of the relationship between these courses and the activities in the training schools. In *Nature almanac*, 1930. Washington, D. C., American nature association, 1930. p. 127-29.

Findings: Sixty and four-tenths per cent of the institutions reporting, offer nature study and elementary science on a required basis, most commonly using a combination of recitations, laboratory, and field work. In 47 per cent of the schools, nature and science methods courses are required of kindergarten teachers in training. Practice in teaching nature study is generally confined to lower grade levels.

1418. **DeGroot, Dudley Sargent.** A teachers' guide to the study of the commoner birds of California. Master's thesis, 1930. Stanford university, Stanford University, Calif.

1419. **Flagg, Wayne M.** The essentials of a secondary course in natural science. Master's thesis, 1930. Yale university, New Haven, Conn.

1420. **Palmer, E. Laurence.** A nature education survey of the United States. In *Nature almanac*, 1930. Washington, D. C., American nature association, 1930. p. 148-277.

A survey of the requirements of nature and science education in elementary and secondary schools of the various states of the union from the viewpoint of state departments of education, higher institutions of learning, and public school superintendents. Findings: The practices in nature education in the various states of the union are not uniform. Those of California, Connecticut, District of Columbia, Illinois, Maine, Minnesota, Missouri, New Jersey, New York, Pennsylvania, Rhode Island, West Virginia and Wyoming stand out as being most extensive.

1421. ——— Study of associations and clubs interested in the promotion of nature education. In *Nature almanac*, 1930. Washington, D. C., American nature association, 1930. p. 30-116.

Study of the purported aims and accomplishments in the field of nature education of the various private and public organizations identified with this field. In spite of slight

duplication, there seems to be evolved a definite series of organizations concerned with developing satisfactorily particularly nature education activities. In general these are receiving generous public support.

1422. Palmer, E. Laurence. A study of leadership training in nature and science education. *In Nature almanac, 1930.* Washington, D. C., American nature association, 1930. p. 116-47.

Survey of nature education activities in 108 teacher training institutions and of the programs and activities of special institutions concerned with this field. There is a general tendency to emphasize teaching of nature through first-hand experience in teacher training institutions with reported field activities rather commonly emphasized in spite of crowded teaching schedules. The number of institutions doing special training in this field is increasing.

1423. ——— and Gordon, Eva L. Nature bibliography. *In Nature almanac, 1930.* Washington, D. C., American nature association, 1930. p. 336-90.

A survey of the nature literature in print with a view to providing a basis for selecting reliable children's readers and providing an adequate series of reference books for teachers of nature study and elementary science. All books were examined and short annotations as to their nature and merit were given. Findings: The number of safe books for use by elementary school children is very limited.

See also 2081, 2345.

#### BIOLOGY AND BOTANY

1424. Adams, Norval E. The legal restrictions concerning the teaching of biology. Master's thesis, 1930. Indiana university, Bloomington. 65 p. ms.

1425. Adams, Roy. Insects and material for use in teaching high school biology. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 4 p. ms.

1426. Austin, A. Loretto. The effect of daily drill in silent reading on achievement in biology. Master's thesis, 1930. Syracuse university, Syracuse, N. Y. 100 p. ms.

An initial testing was given two unselected groups of high school freshmen. The experimental group was then given a daily 10 minute drill in silent reading in the subject matter of biology. The control group received regular type of instruction. A final test was given after six weeks. The standard deviation gains of the experimental group were 73.4 per cent greater than those of the control group. During the course of the experiment 30 practice drills in silent reading of biological matter were constructed which may be used as study devices in biology in the ninth grade.

1427. Babb, Edith. A study of subject matter in two groups of biologies. Master's thesis, 1930. University of Kansas, Lawrence.

\* 1428. Baird, Don O. A study of biology notebook work in New York State. Doctor's thesis, 1929. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1929. 118 p. (Contributions to education, no. 400)

An evaluation was made of notebooks from 50 schools; of the biology texts and laboratory manuals used in these schools; and examination questions given in secondary schools of New York State.

1429. Berry, Mildred Brown. Correlations between intelligence, reading ability, and achievement in biology. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 40 p. ms.

1430. Cederstrom, J. A. Investigations into gains and retention of students. 1930. University of Minnesota, Minneapolis.

Investigations into the retention of college students of information in biology. the relation of retention to gains, comparative gains of repeating and nonrepeating students comparative gains of students with high and low initial scores and high and low mental ability. Conclusions: College students after the lapse of a year retain from two-thirds to three-fourths as much as they gained during a course in biology. Students who

make the largest gains show the highest amounts of retention. Repeating students gain less than nonrepeating students. Students with low initial attainments gain as much or more than those with high initial attainments but those with higher mental abilities tend to gain more than those with low mental abilities.

1431. Clippinger, Florence E. An experimental study in methods of teaching biology. Master's thesis, 1929. Cornell university, Ithaca, N. Y. 107 p. ms.

Experimentation with four class sections of tenth year pupils each year for three years, two being taught by unit systems of individual instruction, and two by class system of laboratory discussion. Findings: No significant differences in results were obtained by the two procedures in monthly tests; slightly better results by laboratory discussion sections on standard Ruch common test were obtained.

1432. Downey, E. B. Revision of one-year course in biology for high school. Master's thesis, 1930. Western Reserve university, Cleveland, Ohio. 130 p. ms.

Experimentation with tentative course for one year; thorough analysis of sources for objectives of most widely used courses of study and tests was made; 13 sources were analyzed.

1433. Johnson, Palmer C. Curricular problems in science at the college level. Minneapolis, University of Minnesota press, 1930. 188 p.

"This study has centered around an evaluation of the function of the course in general botany in preparing students for the pursuit of sequent courses in the college of agriculture and forestry."

1434. ——— The permanence of learning in elementary botany. Journal of educational psychology, 21: 37-47, January 1930.

A group of students in general botany at the University of Minnesota were studied in an attempt to determine the extent of retention of the botanical information acquired in the course in general botany, and the relationship between the amount retained and the initial amount possessed. Data indicate that the students who had the most botanical information at the time of completing the course are very likely to retain the most after intervals of time.

1435. McCullough, Anna M. The subject matter of biology in high school with reference to sources and bases of selection. Master's thesis, 1930. University of Kansas, Lawrence.

1436. MacKay, Minnette. The formation of a generalization in the minds of ninth grade biology students. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y.

From the analysis of 17 books of college grade 385 items were obtained and studied; rated and grouped according to difficulty. A plan of class activities was worked out for each unit and given to two classes, a third class planned its own work. Tests and records of class work were used as bases of judgment concerning the performance of students. Record was kept of new words needed for development of the generalization. Findings: Sequence of subject matter may vary widely if range of subject matter is within comprehension of students. Students may plan their own work at the beginning of a semester without hindering the acquiring of information. Repetitive use of a few comprehensive questions affords opportunity for diagnosing student difficulties. There is evidence that generalization in minds of students is aided by instruction in process of generalizing.

1437. Markey, Gertrude E. An analysis of current examinations in high school biology. Master's thesis, 1930. New York State college for teachers, Albany.

1438. Morris, Robert H. Determination of the concepts of chemistry implied or expressed in the content of a first-year college course in zoology. Master's thesis, 1929. University of Iowa, Iowa City. 79 p. ms.

1439. Pattee, Steven M. The construction of x units of instruction in biology. Master's thesis, 1930. University of Iowa, Iowa City. 99 p. ms.

1440. Pittsburgh, Pa. Public schools. Department of curriculum study and research. Course of study in botany. 1930. ms.

1441. ——— ——— ——— Course of study in zoology, first semester; second semester. 1929. 72, 49 p. ms.

1442. **Predmore, Donald B.** An experiment in supervised instruction in zoology. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. 19 p. ms. University of Pittsburgh bulletin, 27: 359-60, November 1930. (Abstract)

1443. **Presson, John M.** Achievement tests in biology for secondary school use based upon an analysis of the content of the subject. Doctor's thesis, 1930. University of Pennsylvania, Philadelphia. Philadelphia, Pa., John M. Presson, 1930. 149 p.

In order to construct biology tests and to establish the validity of these tests, a detailed study was made of the biology textbooks in most common use in the secondary schools, the state and city courses of study, questions asked by the College entrance examination board, lists of questions prepared by the Board of regents for the State of New York, and final examination questions given to classes by 143 teachers of biology. Separate tests were devised for plant biology and for animal and human biology.

1444. **San Diego, Serapio Milare.** A vocabulary study of new elements of biology—a Philippine text. Master's thesis, 1929. University of Kansas, Lawrence.

1445. **Swan, Lloyd M.** The relative importance of uncommon words in biology. Master's thesis, 1930. Ohio state university, Columbus. 47 p. ms.

The study was limited to three textbooks. It lists the uncommon words in biology with a credit number showing relative importance of each word.

1446. **Van Wagenen, M. J.** Reading scales in biology and in educational psychology. 1930. University of Minnesota, Minneapolis.

Construction of educational scales of the C-score type for measuring the abilities of college students to read in the fields of biology and educational psychology. In a course in biology, where more than half of the time was devoted to laboratory work, the ability to read for comprehension had less relation to gains in range of information made during a quarter than did either the initial ranges of information or the gains made in range of information during the previous quarter.

1447. **Webster, William J.** Legal provisions and control of the teaching of biological science in the public high schools of the United States. Master's thesis, 1930. New York university, New York, N. Y.

*See also* 645-646, 1375, 1467, 3570.

#### CHEMISTRY

1448. **Benkart, John.** The selection, organization and evaluation of the elements of new type tests in secondary school chemistry. Master's thesis, 1930. University of Southern California, Los Angeles.

1449. **Boles, Leo Lipscomb.** A study of the mathematics used in inorganic textbooks. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 88 p. ms.

1450. **Boorstein, Jacob William.** Analysis of College entrance examination board examinations in chemistry, 1921-1928. Master's thesis, 1930. New York university, New York, N. Y. 56 p. ms.

An analysis for trends; stresses as judged by "percentage allowance" to the different topics; and correlation to every day experiences. Findings: Little change in trend was found. Forty-three and six tenths per cent of the items (questions or parts of questions) had some bearing on the daily life of the pupil.

1451. **Burns, Arthur D.** The influence of certain factors on the ability to succeed in chemistry. 1929. New York state college for teachers, Albany. 30 p. ms.

Survey of students studying chemistry in a city high school.

1452. **Cagle, William Carl.** A mineralogical project for high school students in chemistry. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 52 p. ms.

1453. **Carroll, Cecil James.** Twelve standardized tests covering a year's work in high school chemistry. Master's thesis, 1930. Stanford university, Stanford University, Calif.

1454. **Chapel, James Clyde.** Unit technique versus recitation technique in the teaching of chemistry. Master's thesis, 1930. University of Chicago, Chicago, Ill.

A comparative study of the results of teaching chemistry by unit and recitation techniques in the teaching of chemistry under controlled conditions.

1455. **Fabing, Charles Curtis.** An experimental study of laboratory manuals in chemistry. Master's thesis, 1930. University of Southern California, Los Angeles.

1456. **Gerald, Iver Sumner.** New type versus old type test in chemistry. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 85 p. ms.

1457. **Glenn, Earl B. and Welton, Louis E.** Instructional tests in chemistry, comprising 36 tests covering the various phases of the subject for high schools and colleges. Yonkers-on-Hudson, N. Y., World book company, 1930. 76 p.

1458. **Graham, Hoyt C.** Study of the prevailing methods of laboratory technique in high school chemistry. 1930. New Mexico state teachers college, Silver City.

1459. ——— and **Huff, John A.** Adapting the slide rule to high school chemistry. *School science and mathematics*, 30: 525-28, May, 1930.

1460. **Green, Jeannette.** A comparative study of the values of chemistry and physiology as eleventh year college preparatory sciences. Master's thesis, 1930. University of Southern California, Los Angeles.

1461. **Haggard, W. W.** Duplication in high school and college curricula. Some experimentation in the Joliet township high school and junior college. 1930. Joliet township high school and junior college, Joliet, Ill. 5 p. ms.

A report of the North central association of colleges and secondary schools on duplication in chemistry.

1462. **Haub, Hattie D. F.** How to teach secondary chemistry and allied sciences. San Francisco, Calif., Harr Wagner publishing company, 1929. 292 p.

1463. **Hayes, Jack.** Experiment on evaluation of note books in chemistry. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 37 p. ms.

1464. **Higgins, Conwell D.** The prediction of success in elementary chemistry in college, based on grades received in high school mathematics. Master's thesis, 1930. New York state college for teachers, Albany.

1465. **Johnson, Edward Wallace.** The technique of study in first year chemistry. Master's thesis, 1930. University of Wisconsin, Madison.

1466. **Kennedy, William G.** Prediction of success in elementary chemistry in college based on grades in high school physics and chemistry. Master's thesis, 1930. New York state college for teachers, Albany.

1467. **Mary Amedia, Sister.** Outline of organic and biological chemistry with laboratory exercises. Master's thesis, 1929. University of Notre Dame, Notre Dame, Ind.

1468. **Mathewson, T. Franklin.** A prognostic test in chemistry. Master's thesis, 1930. University of Rochester, Rochester, N. Y. 110 p. ms.

A brief review of the development of prognostic tests; the development and validation of prognostic tests in chemistry. Findings: Success in chemistry can be predicted by a pretest.

1469. **Morneweck, Carl David.** Preparation and partial standardization of an enriched chemistry testing program and some of its outcomes. Doctor's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. University of Pittsburgh bulletin, 27: 125-33, November 1930. (Abstract)

1470. **Noll, Victor H.** Laboratory instruction in the field of inorganic chemistry. Doctor's thesis, 1930. University of Minnesota, Minneapolis. Minneapolis, University of Minnesota press, 1930. 164 p.

Study of college-chemistry teaching at the University of Minnesota. Groups having five hours of laboratory per week were compared with (1) those having only three hours, (2) those having three hours of laboratory and two hours of assigned reading in chemistry, and (3) those having three hours of laboratory and one hour of recitation or quiz. Data are also given on the influence of high-school chemistry on achievement in college chemistry and the influence of sex and interest. Findings: Two hours of laboratory out of five per week do not seem indispensable. The best substitute seems to be recitation or oral quiz. High-school chemistry does not make much difference after two quarters of college chemistry.

1471. ——— The measurement of achievement in general inorganic chemistry. *Journal of educational psychology*, 20: 458-65, September 1929.

A comparison of raw scores, raw-scale scores and weighted-scale scores as measures of success and for purposes of prediction. Scale scores are superior to raw scores but weighting of scale scores in this instance does not seem worth while, that is, it apparently adds nothing to their value as measures of achievement or predictions of success.

1472. ——— The optimum laboratory emphasis in college chemistry. *School and society*, 32: 300-303, August 30, 1930.

Reports the results of several controlled experiments in the teaching of general inorganic chemistry at the University of Minnesota. The studies were made with beginning classes during the period 1926-1929.

1473. **Pershing, Kimber M.** Present specific objectives in high-school chemistry. 1929. *Journal of chemical education*, 6: 1959-78, November 1929.

An analysis of four curriculum investigations, six courses of study, and six textbooks to determine the present objectives of high-school chemistry.

1474. **Pittsburgh, Pa. Public schools.** Department of curriculum study and research. Course of study in chemistry. 1930.

1475. **Rendahl, Junald L.** The mathematics used in solving problems in high-school chemistry. Master's thesis, 1929. University of North Dakota, Grand Forks. 40 p. ms. School of education record of the University of North Dakota, 15: 149-51, February 1930.

"The study was undertaken in order to throw additional light on the question of what mathematics is needed in studying the high-school subjects." Findings: A knowledge of this study should be valuable to the teacher of chemistry in determining the possible pitfalls in the mathematical comprehension necessary in high-school chemistry.

1476. **Roberts, Mattie G.** The junior college chemistry laboratories. Master's thesis, 1929. Teachers college, Columbia university, New York, N. Y. 50 p. ms.

1477. **Shade, Ervin H.** Advanced experiments in chemistry for high school students. Master's thesis, 1930. Ohio Wesleyan university, Delaware. 300 p. ms.

A list of useful experiments for high-school pupils which does not duplicate usual list. The experiments are about equivalent to one unit high school work, and are checked, judged and partly tested in an attempt to evaluate them.

1478. **Shell, Neil.** An analysis of high school chemistry texts. Master's thesis, 1929. University of Kansas, Lawrence.

1479. **Sites, John T.** Chemical principles, concepts and technical terms found in science magazines. Master's thesis, 1930. University of Chicago, Chicago, Ill.

An analysis of the chemistry found in the *Scientific American*, *Popular science monthly*, and *Scientific monthly* for the period 1925-1929.

1480. **Stevens, McKinley H.** The history of the development of chemistry in the high schools of Philadelphia from 1894 to 1929. Master's thesis, 1930. University of Pennsylvania, Philadelphia.

1481. **Stout, Harry O.** Reflective thinking and its educational bearings in high-school chemistry. Master's thesis, 1930. Ohio state university, Columbus. Columbus, Ohio state university, 1930. 83 p.

Evaluation of traditional versus laboratory plan on the basis of information gained and stimulation of scientific approach to the solution of problems. Findings: Laboratory type of procedure was equal to traditional method in mastery of facts; it was superior to traditional method in fostering interest and problematic approach to solution of problems.

1482. **Turcott, George.** Status of chemistry teaching in Montana high schools. 1930. State university of Montana, Missoula.

1483. **Van Horne, James Don.** An experimental comparison of individual and demonstration methods in high-school chemistry. Master's thesis, 1930. University of Southern California, Los Angeles.

1484. **Wakeham, Glen.** High school and college chemistry. School and society, 32: 206-208, August 9, 1930.

During the past seven years a study of the grades of freshman chemistry students for the first quarter has been made in a school offering a single 12-quarter-hour course in general chemistry in which no differentiation is made between freshmen who have had high-school chemistry and those who have not. A previous high-school course in chemistry is shown to have little, if any, effect upon the success of a college chemistry student.

1485. **Ward, L. A.** Determining the specific objectives for beginning chemistry. Master's thesis, 1930. Western Reserve university, Cleveland, Ohio.

A comprehensive list of topics was submitted to about 200 high-school pupils and 25 adults, requesting that they list questions which these topics suggest. The most frequent questions formed the objectives of the proposed course in chemistry.

1486. **Woolley, Mary Ida.** A three-year interest program in general chemistry. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 111 p. ms.

A study of the chemical exhibit, chemical literature, and the organization and work of a chemistry club. Findings: There are interesting facts and materials available for enriching the study of almost every principle in chemistry.

1487. **Wray, R. P.** Utilitarian values of chemistry as measured by frequency and pleasure in use. Master's thesis, 1930. Pennsylvania state college, State College.

Testimony was obtained from 176 individuals (part adults and others students in several high schools) as to use of 107 items of chemistry. Five point rating scale was used and average of "frequency" found for each item, also of "pleasure." Index of utility is product of the two. Findings: Reliability of the reports was .91. Correlation between the index values for eight groups of adults and the high-school pupils was from .64 to .88. Apparently these index values may be obtained from high-school pupils without the questioning of adults.

See also 303, 1185, 1215, 1375, 1401, 1438, 2350, 4081.

#### PHYSICS

1488. **Blank, Irene B.** An experiment in directing thinking in physics. University of Pittsburgh school of education journal, 5: 90-96, March 1930.

An experiment on the use of the study guide method in educational procedure was first performed in two physics classes in the Dormont high school, Pa., during the second semester, 1926-1927. According to mathematical measurement the study guide was effective.

1489. **Bonecutter, O. E.** Diagrammatic absurdity tests in physics. 1930. University of Chicago, Chicago, Ill.

The construction of a standardized test to determine the value of absurdity pictures in testing in physics.

1490. **Boynnton, Joshua Bickham.** Changes in subject matter and methods in elementary physics within the past 100 years. Master's thesis, 1929. University of Texas, Austin.

1491. **Brasure, Ray Elwin.** An experimental study of the teacher demonstration and the individual laboratory methods in teaching physics. Master's thesis, 1930. University of Wisconsin, Madison.

1492. **Burnham, Merrill S.** An analysis of the content of high school physics. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. 40 p. University of Pittsburgh bulletin, 27: 234-35, November 1930 (Abstract)

1493. **Clem, Alfred M.** Pupils' errors in physics as a basis for modifying techniques of teaching. Master's thesis, 1930. University of Chicago, Chicago, Ill.

Errors made by one group of pupils on the Harvard tests, elementary physics, were analyzed and techniques of teaching revised in teaching a second group, to note the effect of the changes.

1494. **Commock, Pauline C.** The place of the physical sciences in the high schools of Texas. Master's thesis, 1929. Baylor university, Waco, Texas. 100 p. ms.

1495. **Dillaha, Isham Wesley.** Mathematics essential to freshman college physics. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 71 p. ms.

This study covers all mathematical relations of freshman college physics textbooks and laboratory manuals. Only four per cent of trigonometry used in freshman college physics is essential. All other mathematics essential is simple compared to that of high school mathematics courses.

1496. **Elliott, Loyd Creighton.** Minimum essentials in high school physics. Master's thesis, 1930. Stanford university, Stanford University, Calif.

1497. **Friedland, Carl E.** The social utility of the topics taught in a course in high school physics. Master's thesis, 1930. University of North Dakota, University.

1498. **Glenn, Earl B. and Osbourn, Ellsworth B.** Instructional tests in physics, comprising 25 tests in mechanics, heat, light, sound, and electricity for high schools and colleges. Yonkers-on-Hudson, N. Y., World book company, 1930. 59 p.

1499. **Herzig, Fred J.** A course of study in practical physics. Master's thesis, 1930. University of New Hampshire, Durham.

A course of study for high school physics.

1500. **Hurd, A. W.** Achievements of students in physics. Science education, 14: 437-47, January 1930.

1501. ——— The effects of previous upon subsequent courses in physics. Educational administration and supervision, 16: 144-46, February 1930.

Data are based on the ratings of two groups of students in unit tests in high school physics, given preliminary to, and at the expiration of, the period of instruction on the unit. The groups consisted of students who had and who had not previously studied general science. Data indicate that if groups have studied certain topics, they evidence more knowledge of the field and are able to maintain the supremacy through a subsequent course in the same field.

1502. ——— High school physics makes small contribution to college physics. School and society, 31: 468-70, April 5, 1930.

From data gathered at the University of Minnesota in the school year 1928-1929, from the department of physics, it seems that there is a tendency for students having high school physics to do better work in college physics, although it is not definitely marked. It would seem that the best preparation for college physics as taught in the courses investigated would be a mathematical study of formulas. The language used in the college course is not used in the high school course to any great extent.

1503. **Hurd, A. W.** Reorganization in physics. North central association quarterly, 4: 277-93, September 1929.

1504. ——— What are girls and boys getting from their school courses in science? Teachers college record, 31: 642-47, April 1930.

Presents factual data in the field of physical science in the secondary school, showing present achievements of high school pupils.

1505. **Kiebler, E. W. and Curtis, Francis Day.** A study of the content of laboratory course in high school physics. School science and mathematics, 29: 980-85, December 1929.

The purpose of this study was to learn the relative frequency with which various laboratory exercises in high school physics appear in widely used laboratory manuals, and the relative importance of these experiments as indicated by judgments of competent experts.

1506. **Meyer, Stanton Herbert.** An evaluation of certain standard tests in high school physics. Master's thesis, 1929. University of California, Berkeley. 24 p. ms.

A study to determine comparable statistical constants on five of the most standard tests in the high-school physics. Findings: The five tests showed relatively wide differences in reliability. The coefficients of reliability ranged from .75 to .89, computed from the test scores of a common population of 89 high-school students. Intercorrelations of the physics test scores were presented. The average intercorrelated values indicate that in the case of only one test of this series does the function measured overlap the functions measured by the other tests by as much as 50 per cent.

1507. **Mongerson, Oscar V.** An analytical study of references to physics in women's magazines. Master's thesis, 1929. University of Chicago, Chicago, Ill. 74 p. ms.

1508. **Morrow, Paul Reed.** The problem of integration to the physical sciences for the later years of the high school. Doctor's thesis, 1930. University of Cincinnati, Cincinnati, Ohio. 188 p. ms.

The aims for high-school physical science were investigated through letters, questionnaires, and a study of current literature. The major goals of instruction are development of scientific attitudes; understanding of and some degree of skill in the applications of science to everyday life; and appreciation of and interest in the physical environment. A tentative outline is given which may be utilized for detailed construction of a course of study in unified physical science for the later years of high school.

1509. **Muthersbaugh, G. C.** Objectives of a proposed course of study in physics for senior high schools. Master's thesis, 1929. Western Reserve university, Cleveland, Ohio. School science and mathematics, 29: 943-53, December, 1929.

A study of the present objectives of physics derived from courses of study, textbooks and treatises on teaching of physics.

1510. **Oerlein, Karl F.** The mathematics needed for physics as taught in Upper Darby high school. Master's thesis, 1930. University of Pennsylvania, Philadelphia.

Material for this study was gathered from physics classes in Upper Darby high school, 1929-1930.

1511. **Patterson, Hurley O.** Popular physics—an experiment in teaching physics to students of average ability. 1930. Lafayette college, Easton, Pa. 55 p. ms.

1512. **Perrussel, Raymond C.** A critical study of the relative values of the laboratory method versus the general class method of teaching physics. Master's thesis, 1930. University of Kansas, Lawrence.

1513. **Balya, Lynn Louis.** Diagnostic tests and remedial instruction in physics. Master's thesis, 1930. University of Wisconsin, Madison.

1514. **Redding, Sister Mary Sarel.** Relative effectiveness of question versus outline technic in teaching physics. Master's thesis, 1930. Loyola university, Chicago, Ill. 58 p. ms.

1515. Sangren, Paul V. Instructional tests in high-school physics. *Journal of Michigan schoolmasters' club*, 31: no. 24, October 1929.

1516. Sawin, Edward. Laboratory work sheets in physics. Master's thesis, 1930. University of New Hampshire, Durham.

1517. Shore, David Preston. Demonstration laboratory versus individual laboratory in teaching high-school physics. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 71 p. ms.

1518. Stewart, A. W. Are we achieving our major aim in physics teaching? *Journal of educational research*, 20: 154-58, September 1929.

Gives the results of an examination of high-school pupils to find out to what extent they apply the principles learned in physics to everyday life.

1519. Whipple, Carl Era. A study of the use made of the elements of high-school physics in the everyday life of the pupils. Master's thesis, 1930. Pennsylvania state college, State College. 56 p. ms.

This study was based on 2,135 responses to a diary study and 256 responses by 89 pupils to a questionnaire by the seniors in physics in the Altoona high school; and 232 responses by 102 pupils in Reading high school and State college. Three rank-order lists were made of the elements of physics according to the opinion of importance of the pupils. By averaging the means of the elements it was found that there is little difference between the divisions of physics as to use.

See also 1215, 1375, 1401, 1466, 3091, 4081.

#### SOCIAL STUDIES

1520. Anderson, H. B. The status of the social studies on the first year college level. Doctor's thesis, 1930. University of Iowa, Iowa City. 249 p. ms.

1521. Annakin, V. Dewey. A study of the status of sociology in some teacher training institutions of this country. *Teachers college journal (Terre Haute, Ind.)* 1: 109-14, March 1930.

1522. Beard, Charles A. The trend in the social studies. *Historical outlook*, 20: 369-72, December 1929.

The article is a summary and an interpretation of the trends in the past 20 years of the content and teaching of the social studies in American schools, especially in the high schools. The author warns the schools and teachers of the social studies as to the nature and enormity of their task as trainers of the youth of the country.

1523. Beck, M. L. A comparison of the efficiency of the lecture and the socialized recitation in teaching social studies in high school. 1930. Alabama polytechnic institute, Auburn.

A measure of memory of facts, comprehension, and attitudes resulting from the controlled experiment with two high school classes. Findings: In getting across information the lecture method showed 10 per cent superiority. This superiority disappeared when tested after two months' lapse of time. Attitudes test proved the socialized recitation distinctly superior.

1524. Bryant, Pauline T. A teaching outline for social studies in the continuation school. Master's thesis, 1930. Ohio state university, Columbus.

Findings: Activity program of direct contacts and observation were found to be most valuable.

1525. Burns, Joseph William. The development of the social studies in the secondary schools of Pennsylvania from 1836 to 1930. Master's thesis, 1930. New York university, New York, N. Y. 78 p. ms.

The field of investigation was limited to the development of the social studies in the curricula of the public high schools and junior high schools of Pennsylvania. Some consideration was given to the social studies in the academies. A general review of the development of the social studies in the secondary schools of Pennsylvania shows clearly that one of the outstanding achievements in the progressive educational development of the commonwealth was the introduction and establishment of a new social studies program during the decade from 1920 to 1930.

1526. **Bush, Fanny Elizabeth.** Social studies possibilities in recreational reading in the fourth grade. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 159 p. ms.

Findings: There are opportunities in recreational reading which develop civic ideals, worthy home membership, unselfishness, and cooperation. Concrete material in history and geography is brought out.

1527. **Camp, Cordelia.** North Carolina by-problems, a handbook for teachers. 1930. Western Carolina teacher's college, Cullowhee.

This handbook aims to tie up the geography, history, and civics of the state. The work is arranged in problems.

1528. **Connor, William L. and Redmond, Frank A.** New social studies: expenditures and results. 1929. Board of education, Cleveland, Ohio. 142 p. ms. (Bulletin, no. 8, part 1, 1929)

Test of half of the teaching units and check up of changes in cost of instruction. Findings: Dynamic units went well; abstract units did not; achievement in geography improved; expenditures for teaching were reduced.

1529. **Cope, Ruth.** An analysis of the final examination questions used in a university course in introductory sociology. Master's thesis, 1930. University of Chicago, Chicago, Ill.

A study of examinations in use from 1909 to 1929 in the introductory sociology courses, showing changes in content of the course and in the type of questions asked.

1530. **Crouch, John Emmons.** The results of an objective test in high school sociology in the State of South Dakota. Master's thesis, 1929. University of Colorado, Boulder.

1531. **Dangler, Edward.** The present status in the teaching and theory of the social studies. Master's thesis, 1930. College of the City of New York, New York, N. Y. 106 p. ms.

The outstanding conclusion of this study is that unification of the materials of history, geography, civics, economics, and sociology is occurring.

1532. **Dinius, Lillian May.** An analysis of the social studies for the primary grades as described in state courses of study with implications for a special methods class in teachers colleges. Master's thesis, 1929. Indiana university, Bloomington. 136 p. ms.

1533. **Faust, Alvin Girard.** An experiment to determine the value of study guide sheets in the learning of problems of democracy. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. University of Pittsburgh bulletin, 27: 265-66, November 1930.

1534. **Gerberich, J. B.** Prediction in principles of economics. 1930. University of Arkansas, Fayetteville. 3 p. ms.

Prediction of semester grades by an economics aptitude examination given at the entrance to the course. The examination was devised to measure aptitude for economics exclusive of previous training. The examination was given in three parts. Three measures of the predictive power of the entire examination were obtained: the first, on 10 weeks grades, second, on first semester grades, and third, on second semester grades. Findings: Parts 1 and 3 of the test are rather highly predictive, but part 2 adds little to the predictive power of the test. Part 1 is more highly predictive for the second semester than the first, but part 3 loses somewhat the second semester.

1535. **Greene, Charles E.** Experiment in various time distributions in social science classes and library. [1930] Denver public schools, Denver, Colo. 9 p. ms.

A study of equated groups, some full time social science classes, others part time library classes. Findings: The groups taking four periods of social science and one of library appeared to gain slightly more than did the group taking social science five days a week.

1536. **Harney, Thomas Edward.** The Rugg reorganization of the social sciences in the junior high school. Master's thesis, 1929. University of Notre Dame. Notre Dame, Ind.

1537. **Hayes, Vernon W.** A study of the motivation of social civics through intergroup contests. Master's thesis, 1930. University of Kansas, Lawrence.

1538. **Henderson, Jetta Fausel.** Curricular organization of the social studies in the junior high school. Master's thesis, 1930. University of Southern California, Los Angeles.

1539. **Horrall, A. H. and Social science committee.** Course of study in social science for elementary schools. 1929. School department, San Jose, Calif. 98 p.

Social science in grades 1 to 6.

1540. **Kansas. State department of education.** Course of study for high schools. Part 4—History and social science. Topeka, 1930. 68 p.

1541. ———— Course of study for high schools. Supplement to part 4—History and social science, international relations. Topeka, 1930. 30 p.

1542. **Kennell, Frank Risley.** A concrete proposal for adapting the teaching of the social studies to permit acceleration. Master's thesis, 1930. New York university, New York, N. Y. 60 p. ms.

A study of methods of individual instruction in the social studies. A high ninth grade course in civics has been outlined as a set of "acceleration units" to be worked on by the faster workers in their spare time. The completion of these units will be accepted as the equivalent of high ninth grade social science.

1543. **Kimmel, W. G.** Management of the reading program in the social studies. Philadelphia, Pa., McKinley publishing company, 1929. 110 p. (National council for the social studies. Publication, no. 4)

Survey of practices and suggestions.

1544. **King, A. K.** Report of research and study committee of the social science teachers association of the North Carolina education association. 1930. North Carolina education association. Raleigh.

1545. **Kregel, Luvella J.** A summary of social science tests for the junior high school. *Journal of educational research*, 20: 308-17, November 1929.

Gives the following information concerning each test: name of test, author, when published, standardized norms, grades, reliability, validity, forms, time required, publisher, price, and specific purpose and analysis.

1546. **McBurney, Naomi Elizabeth.** The reorganization of social studies in secondary schools. Master's thesis, 1930. University of Southern California, Los Angeles.

1547. **McCormick, J. Scott.** Possible content for a course in the social studies as revealed by an analysis of newspapers. Master's thesis, 1930. University of Chicago, Chicago, Ill.

An examination of 96 issues of four different newspapers published in English in the Philippine Islands was made to discover possible content for a course in the social studies for the Philippine schools.

1548. **Mae, Hazel M.** An evaluation of the types of activities provided for in elementary social studies textbooks. Master's thesis, 1930. University of Minnesota, Minneapolis.

1549. **Mingus, S. H.** A proposed curriculum in social studies for a rural union school. 1930. Duke university, Durham, N. C.

A service study in projecting a curriculum in social studies on an experiment basis.

1550. **Norfolk, Va. Public schools. Division of research and experimentation.** Social studies curriculum revision. 1930. 79 p.

1551. **Reinhardt, James M.** Specialization and fitness of the social sciences. *School of education record (University of North Dakota)*, 15: 19-29, October 1929.

1552. **Smith, V. T.** A study of the informational content of textbooks in high-school economics. Master's thesis, 1929. University of Illinois, Urbana. 65 p. ms.

This study is an attempt to discover the consensus of opinion of textbook authors as to the relative importance of the various items of information on the basis of space devoted to those items. It is based on an analysis of 12 high-school economics textbooks. Findings: (1) There is a general lack of uniformity in topics treated by different authors and in space devoted to those topics; (2) the topics given greatest emphasis are those that have to do with the industrial element in economics; (3) controversial topics are generally given as much stress as noncontroversial topics.

1553. **Stadtman, Charles C.** Job sheets in social science. Master's thesis, 1930. Washington university, St. Louis, Mo.

1554. **Taylor, Thelma Vogt.** Social studies in city school surveys. Master's thesis, 1930. University of Chicago, Chicago, Ill.

Analysis of the nature and scope of the social studies as revealed by city school surveys of 1910-1929.

1555. **Vegher, Mary Rose.** A comparative study of children of foreign and American parentage in attaining the dominant objective of the social studies. Master's thesis, 1930. University of Southern California, Los Angeles.

1556. **West, John Chester.** An analysis of senior high school sociology. Doctor's thesis, 1930. University of North Dakota, University.

1557. **West, Mary Pearle.** The status of the social sciences in the junior colleges. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 101 p. ms.

The junior colleges whose catalogues could be secured were studied. The junior colleges east of Mississippi and north of the Ohio river and the Mason and Dixon line were not studied. Findings: History is the most important of the social sciences studied.

1558. **Wiechman, Janet Black.** A survey of equipment and materials used in social studies departments of the Los Angeles junior high schools. Master's thesis, 1930. University of Southern California, Los Angeles.

1559. **Yanaga, Chitoshi.** The status of the social studies in the junior high school. Master's thesis, 1930. University of Hawaii, Honolulu. 131 p. ms.

A study of the social studies in the junior high schools of the United States as to time allotment, grade placement, program, objectives, and teaching practices.

See also 314, 324, 507, 652, 944, 2059, 2189, 3022, 4346.

#### GEOGRAPHY

1560. **Alexander, Marie Elizabeth.** The teaching of the geography of the South. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 107 p. ms.

The units of study in the thesis were taught to a group of fifth grade children. A period of about 14 weeks was required. By using criteria based on fundamental principles of education as a guide in striving toward worthwhile objectives, the teaching was successful; a majority of the children answered 75 to 90 per cent of questions of objective tests; every child improved in methods of work; a majority of the children learned to enjoy geography; they acquired a large body of knowledge.

1561. **Cadwell, Lucy R.** Supervisory needs of teachers of geography. Master's thesis, 1930. University of Minnesota, Minneapolis.

1562. **Colman, Susan Elizabeth.** Materials and method of teaching seventh grade geography. Master's thesis, 1930. University of Wisconsin, Madison.

1563. Coole, Arthur Braddan. A commercial geography of China. A textbook for secondary schools. Master's thesis, 1930. University of Denver, Denver, Colo. 230 p. ms.

1564. Cox, Jewel B. Some difficulties in teaching elementary geography. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 171 p. ms.

Teachers of one county and teachers attending two state teachers colleges were consulted in securing difficulties. Thirteen hundred and twelve questions were compiled of which only 86 were separate and distinct questions of difficulties. The inability of the teachers to define their difficulties was one of the most outstanding problems of the investigation.

1565. Cunningham, Floyd F. The status of geography in the state teachers colleges of the United States. Teachers college journal (Terre Haute, Ind.), 1: 171-73, July 1930.

1566. Davis, Harriet Farr. The relation of the pictures of the text in two types of elementary geographies. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. 191 p. ms. University of Pittsburgh bulletin, 27: 252-53, November 1930. (Abstract)

1567. Edmiston, Robert W. Objective tests at different ability levels. Educational research bulletin (Ohio state university), 8: 294-96, September 25, 1929.

Two groups of high school students were tested in geography. The first group had failed in at least one high school subject; the members of the second group were a year in advance of those of the first in educational attainment. The results show a lower reliability and validity for the test scores of the group rated lower in intelligence and achievement.

1568. Frantz, Lillian B. Unit lessons in geography for the five A grade of the Wichita public schools. Master's thesis, 1930. University of Wichita, Wichita, Kans. 214 p. ms.

1569. Fulton, Ina Eugenia. Textbooks in geography. Master's thesis, 1930. University of Wichita, Wichita, Kans. 81 p. ms.

1570. Grenels, E. Myrtle. The professional treatment of geography subject-matter. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 89 p. ms.

A study of activities selected for professionalizing geography content; activities applied to a given course and concrete illustration of professionalized subject-matter.

1571. Hoppes, Gladys Jors. Ability of pupils to read pictures for geographical purposes. Master's thesis, 1930. University of Chicago, Chicago, Ill.

An analytical study of the responses of 917 pupils of city and village schools in grades 4 to 9 inclusive on 81 exercises in the reading of geographical meaning from pictures of agricultural landscapes.

1572. Laing, Otto B. An analysis of the content of elementary geography and conversion into objective tests. Master's thesis, 1930. University of Iowa, Iowa City. 307 p. ms.

1573. Lay, Nancy Ethel. Teaching the geography of South America. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 102 p. ms.

1574. Lowerenz, A. S. A scale for rating wall maps. 1930. Public schools, Los Angeles, Calif. 8 p. ms.

Devising a check list for evaluating wall maps on an objective basis.

1575. Loper, William Floyd. A study to determine the effect of the use of equipment in geography upon instruction. Master's thesis, 1930. Indiana university, Bloomington. 35 p. ms.

1576. **McCue, Katharine Evangeline.** Analysis of questions and study problems found in geography textbooks for grades 4-7. Master's thesis, 1930. Loyola university, Chicago, Ill. 87 p. ms.

1577. **Mandeville, A. Dorothy.** Children's interest in two types of reading material used in geography. Master's thesis, 1930. University of Chicago, Chicago, Ill.

This study ascertained that 83 per cent of 2,345 pupils actually preferred the type of geography readings which contained the explanatory element rather than mere fact readings.

1578. **Margon, Louis.** Causes of failure in geography in elementary schools. Master's thesis, 1930. New York university, New York, N. Y.

1579. **Mason, Martha Isabel.** The evolution of maps in elementary geography. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 74 p. ms.

A study was made of the maps in 32 elementary geographies. Geographies in later years have given more space to maps. The printing matter is more legible in later books and the coloring is of a higher quality.

1580. **Monroe, Mich.** Public schools. Course of study in geography, grades 1-6. 1930. 53 p. ms.

1581. **Nash, N. B.** Survey of place geography. West Allis, Wis., Public schools, 1929.

1582. **Patterson, M. Rose.** Report on geography achievement in our junior high schools. Baltimore, Md., Public schools, 1930. 28 p.

An attempt to measure accomplishment in this subject by a standardized test leading itself to analysis of parts of tests as well as total results.

1583. **Pridgen, Lorraine Isely.** A study of the evolution of the geography textbooks 1784-1930. Master's thesis, 1930. Duke university, Durham, N. C. 96 p. ms.

A comparison of the aims, objectives, content, and methods as revealed in geography textbooks published for the elementary schools during the eighteenth, nineteenth, and twentieth centuries; the study of the interrelationship between certain large movements in educational history and the evolution of geography textbooks.

1584. **Roseberry, Eulalia Elizabeth.** An analysis of textbooks in elementary geography. Master's thesis, 1930. University of Chicago, Chicago, Ill.

1585. **Schlosser, W. H.** A study of geography in institutions of higher learning. Master's thesis, 1930. University of Illinois, Urbana. 84 p. ms.

A study of present practices in geography teaching in higher institutions. The conclusion is that increasing interest in geography is shown.

1586. **Smith, Marion O.** One measure of the relative value of geographic terms. Master's thesis, 1929. University of Iowa, Iowa City.

1587. **Turner, Marie.** Geography course of study, 1929. Wilson teachers college, Washington, D. C. 20 p. ms.

1588. **Worcester, Mass.** Public schools. Course of study in geography, 1930. 327 p.

See also 261, 315-316, 1409, 1527, 1531, 1606, 2077, 3099.

#### HISTORY

1589. **Altman, John E.** A critical study of the standardized test in American history. Master's thesis, 1930. Pennsylvania state college, State College. 74 p. ms.

A study of 23 standardized tests in American history to determine the periods, the type of history and the men, events and dates stressed. This study is compared with the results of a former similar study and other lists of American history objectives. Findings: Of the content of American history tests, 67 per cent is political, 22 per cent is

social economic, and 10 per cent is military history. The periods from 1865-1897, and 1897 to the present, especially the former, are not given adequate emphasis in tests. The correlation between such lists of objectives as Bagley's Washburne's and Monroe's and the findings of this study is low.

1590. Barr, A. S. and Gifford, G. W. The vocabulary of American history. *Journal of educational research*, 20: 103-21, September 1929.

Lists 1,000 words most frequently used in senior high school textbooks in American history.

1591. Bassett, Sarah Janet. Factors influencing retention of history in the sixth, seventh, and eighth grades. *Journal of educational psychology*, 20: 683-90, December 1929.

This article reports data from testing 1,364 pupils in grades 6-8 in five public schools in Baltimore, on ability to retain history. Data show positive, though low, relationships between retention and mental age, subject preference and reading comprehension.

1592. Beatty, James B. High school pupils' ability to appraise the certainty of possession of their knowledge in American history. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. 40 p. *University of Pittsburgh bulletin*, 27: 222-23, November 1930 (Abstract)

1593. Bedillion, James Clark. A vocabulary study of fifth and sixth grade history based upon 10 modern textbooks. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. *University of Pittsburgh bulletin*, 27: 223-24, November 1930. (Abstract)

1594. Benedict, Howard Leavenworth. An experiment with the indeterminate assignment in teaching American history. Master's thesis, 1930. University of Southern California, Los Angeles.

1595. Bennett, V. Estelle A. Vitalizing history by means of handwork. Master's thesis, 1930. Rutgers university, New Brunswick, N. J.

1596. Bonomolo, Paul Joseph. The development of the study of history as exhibited in curricula of the secondary schools of the United States. Master's thesis, 1929. New York university, New York, N. Y. 54 p. ms.

1597. Brown, Harriet McCune. Teaching aids and activities for junior high school history. Master's thesis, 1930. University of Southern California, Los Angeles.

1598. Carter, Thyra. Racial elements in American history textbooks. Master's thesis, 1929. University of Iowa, Iowa City.

1599. Church, Russell L. The application of United States history to the social and personal problems of high school pupils. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. 58 p. *University of Pittsburgh bulletin*, 27: 242-43, November 1930. (Abstract)

1600. Cordonnier, Vera A. An experimental study of teaching American history by the use of maps. Master's thesis, 1930. Syracuse university, Syracuse, N. Y. 115 p. ms.

Findings: Through objective measurement the study revealed that special drill in the use and interpretation of maps leads to greater achievement in history and greater pupil activity.

1601. Craig, Ethel Claire. Methods in the teaching of high school history. Master's thesis, 1930. University of Southern California, Los Angeles.

1602. Delahee, Isabel W. Relationship between various abilities as measured by a psychological test and success in history. Master's thesis, 1930. New York state college for teachers, Albany.

Findings: Correlation between Regents high school average in history and first semester college marks was highest; between reading scores on test and first semester marks, next highest; and between reading scores and Regents averages, lowest.

1603. **Douglas, George Houston.** Maps and illustrations in junior high school American history texts. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 59 p. ms.

1604. **Erickson, Elinor.** New-type tests in American history for the senior high school. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 225 p. ms.

The study includes new type tests made on Fish, History of America, and Muzzey, History of the American people, and a discussion of the uses and limitations of new-type tests. Findings: It is concluded that there is a place for various types of examinations.

1605. **Fincher, Maxine.** Development of methods and materials in American history for the secondary schools of the United States. Master's thesis, 1929. University of Texas, Austin.

1606. **Fischer, Rosalia S.** An analysis of the geographical background needed in the study of European and American history. 1929. Ohio state university, Columbus. 98 p. ms.

Findings: The knowledge of geography required for the study of history, while small, is of fundamental importance to the understanding of history.

1607. **Freeble, Charles E.** An experiment in directing thinking in modern European history. University of Pittsburgh school of education journal, 5: 7-100, March 1930.

An experimental study in modern European history was conducted in the Ambridge senior high school, Ambridge, Pa., during the first semester of the school year, 1928-1929. Two groups of students who were beginning the tenth year were used as subjects. Data indicate that the study guide plan of instruction had an advantage over the contract plan.

1608. **Gall, Morris.** The effectiveness of various new-type question forms in testing types of mastery of historical material. Master's thesis, 1930. College of the City of New York, New York, N. Y. 115 p. ms.

A survey of forms employed together with their evaluation in the light of principles and facts of test construction.

1609. **Gould, George.** An experiment in the supervision of American history. Doctor's thesis, 1929. University of Pittsburgh, Pittsburgh, Pa. University of Pittsburgh bulletin, vol. 26, no. 1, October 15, 1929. (Abstract)

This is an attempt to compare the effects of several types of secondary school instruction measured in terms of pupil achievement in American history. A comparison of test results reveals very little evidence to indicate that the techniques of instruction in the control groups were more effective than the program of instruction used with the experimental groups; the experimental groups showed evidence of independence in study at the close of the semester.

1610. **Grunizer, William Franklin.** Some difficulties children encounter in the reading of historical material. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. University of Pittsburgh bulletin, 27: 274-75, November 1930. (Abstract)

1611. **Gunn, Henry Martin.** A history test for the Portland public schools. Master's thesis, 1930. University of Oregon, Eugene. 20 p. ms.

1612. **Hatch, H. Thurston.** A study of word frequency in American history textbooks. Master's thesis, 1930. University of California, Berkeley. 46 p. ms.

A study to determine from a critical analysis of eight standard American history texts, the special or technical words commonly encountered in a course in American history in the senior high school and those words most likely to cause difficulty to students in such a course. Findings: (1) Approximately 99 per cent of the 1,082 words in the list will cause difficulty to the average student in American history; (2) since 85 per cent of the words of the list were found to occur in 50 per cent or more of the texts reviewed, it may be concluded that there are, at least 500 words in any one of the texts reviewed that might cause difficulty for the average high school student in American history; (3) the 31.5 per cent of the words of the list occurring in all the texts may be considered the technical vocabulary of an American history course; and (4) the findings prove the vocabulary burden of the average high school text in American history is too difficult for those for whom it is designed.

1613. **Hathaway, Gladys M.** Vocabulary difficulties in a fourth grade history test. University of Pittsburgh school of education journal, 5: 116-23, June 1930.

This article presents an analysis of the nature of the vocabulary difficulties of Eva Murch Tappan's American hero stories, and the results of tests given to fourth and fifth grade children to measure the degree of difficulty in the comprehension of these terms experienced by the children. Two hundred and fifty difficult words were chosen and studied. The extent of vocabulary difficulties in fourth grade children's comprehension of the textual materials of history is marked.

1614. **Hilleman, R. U.** Use and supply of historical sources in high school history. Master's thesis, 1930. University of Chicago, Chicago, Ill. 82 p. ms.

A history of the use of sources in high school from 1885 to the present time. A variety of methods employed and a variety of source books available for use were found.

1615. **Hosford, Truman Charles.** The treatment of women in textbooks in American history. Master's thesis, 1930. University of Chicago, Chicago, Ill.

An analysis of 24 senior high school textbooks and 58 junior high school textbooks in American history.

1616. **Houtz, Kathryn.** Oral collateral reports of enough value to warrant classtime consumption. 1930. Pennsylvania state college, State College. 65 p. ms.

Two sections of students in modern and medieval European history were studied. Two methods were used with paired mates and reactions. Findings: Oral report appears to have a slight value, but it is a question whether it is of enough importance to utilize class time for it.

1617. **Hyde, Richard E.** The preparation and partial standardization of unit tests in American history. Doctor's thesis, 1929. University of Pittsburgh, Pittsburgh, Pa. University of Pittsburgh bulletin, 26, no. 1, October 15, 1929.

The specific problem of the study was to construct unit tests for a high school course in American history, and to partially standardize these on the scores from 3,823 pupils.

1618. **Jay, Kelley D.** Abilities measured by certain standardized reading tests as related to accomplishment in American history. Master's thesis, 1930. University of Iowa, Iowa City. 48 p. ms.

1619. **Johnson, Lowe Gibson.** Making lesson plans in history. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 120 p. ms.

1620. **Keeler, Katharine, and Sweet, Mayme.** History studies in the third grade. 1930. Teachers college, Columbia university, New York, N. Y. 150 p. ms.

This monograph discusses techniques including activities and materials used in studying the local history of a community. The material deals primarily with the Manhattan Indians and Dutch settlers. The procedures should be suggestive to other communities in making their own history studies.

1621. **Kelly, William A.** An experimental learning study to determine the relative effectiveness of two methods of teaching history in the secondary school. Doctor's thesis, 1929. New York university, New York, N. Y.

1622. **Leinbach, Frank B.** An analysis of high school pupils' vocabulary difficulties in United States history. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. University of Pittsburgh bulletin, 27: 318-19, November 1930. (Abstract)

1623. **McClure, Joseph Perry.** An experimental study of the effects of two plans of distributing study and discussion in the unit method of teaching history. Master's thesis, 1930. University of Colorado, Boulder. University of Colorado studies, 18: 87-88, December 1930. (Abstract)

The purpose of this study was to investigate the effects of two plans of distributing study and discussion in the unit method of teaching history. The experiment was conducted in the Longmont, Colo., high school during the first semester of 1929-1930. Two groups of 25 each were paired and studied.

1624. **McDonald, David.** An analysis of the trends in content of American history texts used in secondary schools 1840-1930. Master's thesis, 1930. University of Southern California, Los Angeles.

1625. **McLean, Jessie.** History stories for fourth grade. 1930. Central state teachers college, Mount Pleasant, Mich.

1626. **Manross, Martha D.** Graphic materials in American history textbooks for secondary schools. Master's thesis, 1930. Yale university, New Haven, Conn.

1627. **Massachusetts. Department of education.** Material suggested for use in the schools in observance of the tercentenary of Massachusetts Bay Colony and of the General Court and one hundred fiftieth anniversary of the adoption of the constitution of the Commonwealth. Boston, 1930. 222 p. (Bulletin, 1930. no. 1. whole no. 212)

1628. **Michell, Elene.** Teaching value of new-type history test. World book company, Yonkers-on-Hudson, N. Y., 1930. 175 p.

1629. **Miller, Dell Phipps.** Overlapping in history textbook factual material on the slavery controversy. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 130 p. ms.

Two junior and two senior high school history tests were examined. Findings: Overlapping occurs mainly in the giving of the basic facts of the slavery controversy. The extent of overlapping is less than 19 per cent in any of the comparisons made.

1630. **Mullen, Nellie Veronica.** Use of extracts of sources in high school history. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 84 p. ms.

1631. **Neely, Mary Elizabeth.** A study of manuals for history courses of secondary schools. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 123 p. ms.

One hundred and sixty-one manuals were examined for the following features: aim of author, organization of contents, supplementary reading, learning exercises, maps, tests, and miscellaneous aids. Findings: Four types were found: workbooks, syllabi, review books, map manuals. Approximately one-half of them contained the above mentioned aids.

1632. **Parker, Cleo.** A study of the vocabulary of modern European history textbooks used in Hamilton county. Master's thesis, 1930. University of Cincinnati, Cincinnati, Ohio. 47 p. ms.

The purpose of this study was to learn the degree of vocabulary difficulty of the modern European history textbooks used in Hamilton county. Conclusion: The meaning in modern European history textbooks is obscured to a large extent by a vocabulary that is too difficult for the average pupil. That this difficulty is not inevitable is shown by the fact that less than half the little known words are really necessary for history comprehension. The vocabulary should be simplified by the elimination of the uncommon words having no historical significance. The pupil can then devote his energies to the mastery of words of real importance in history.

1633. **Praeger, Ethel May.** Historical materials in readers for the first six grades of the elementary school. Master's thesis, 1930. University of Chicago, Chicago, Ill.

1634. **Quinn, Anna Elizabeth.** Two interpretations of history; the economic and the spiritual. Master's thesis, 1929. New York university, New York, N. Y. 63 p. ms.

1635. **Schmidt, John F.** Predicted retention measured against the actual retention of knowledge in United States history as determined by tests given to sophomores and juniors in 19 Iowa high schools. Master's thesis, 1929. Iowa state college, Ames. 53 p. ms.

1636. **Simpson, Robert Gilkey.** The effect of the specific training on ability to read historical materials. *Journal of educational research*, 20: 343-51, December 1929.

A study based on the score of 606 pupils in grades 5-7.

1637. **Smith, Carl L.** The treatment of ancient history in four typical world history textbooks. Master's thesis, 1930. Ohio state university, Columbus. 60 p. ms.

An examination of four world history textbooks from the standpoint of the selection of facts and the presentation of them. With reference to space allotments to ancient history, ancient civilizations of ancient history, and types of facts in ancient history, these textbooks differ considerably. Military and political history are well represented; economic, educational, and scientific history are not well represented. The principle of continuity is not always shown adequately and the leading contributions of the past to our present civilization seldom receive the major emphasis. It takes a considerable amount of teaching skill to use these books effectively in the class room.

1638. **Spangler, Dessie Pearl.** The effectiveness of supervision of instruction in United States history by means of a study guide. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. *University of Pittsburgh bulletin*, 27: 388-89, November 1930. (Abstract)

1639. **Stephenson, Orlando W. and McGehee, William Roy.** The vocabulary common to civics and American history. *Journal of educational research*, 22: 55-58, June 1930.

A comparison of the vocabularies of civics and American history shows that more than one-third of the 728 words in "The special vocabulary of civics" go to make up the 1,891 words in "The vocabulary of American history."

1640. **Texas. State department of education.** Texas high schools. The teaching of history and other social subjects. Austin, 1929. 140 p. (Bulletin, vol. 5, no. 8, September, 1929, no. 260.)

This bulletin was written with the following objectives: (1) To give in brief a survey of the teaching of history and other social studies in Texas high schools; (2) to offer suggestions as to methods of teaching, general equipment, and special aids to teachers; and (3) to give a general organization of the various social studies.

1641. **Thompson, J. L.** Administrative setup for local history, 6A. 1930. Public schools, Newburgh, N. Y. 7 p. ms.

1642. **Thompson, Walter E.** Comparison of junior and senior high school texts in history. Master's thesis, 1930. University of Iowa, Iowa City. 200 p. ms.

1643. **Wallick, Roy C.** Organization of course in American history according to levels of difficulty in thought processes. 1929. Upper Darby high school, Upper Darby, Pa. 150 p. ms.

1644. **Waters, Suzanne B.** A comparative study of the results obtained by teaching history in the ninth year junior high school by the contract method and the textbook assignment and daily recitation to a homogenous and heterogeneous group. Master's thesis, 1930. George Washington university, Washington, D. C. 50 p. ms.

A study of two classes in history, the only variable being the methods of instruction, one being taught by daily recitation and the other the contract method. Findings: The two methods were equally effective for pupils of high intelligence. The pupils of lower intelligence showed a gain when the daily recitation method was used. No claim is made for superiority of contract method other than that obtained by providing for individual differences, and stimulation of interest.

1645. **Watkins, G. E.** The objectives in history teaching as stated by 321 teachers in Kansas. Master's thesis, 1930. University of Kansas, Lawrence.

Pupils in two sections of the seventh grade of the Laboratory school of the University of Chicago were studied to determine the value of formal instruction and informal instruction in assisting pupils to reduce the number of errors in their written work in United States history. Types of errors were classified under: biased views, misplaced topics,

omission of significant facts, fundamental misconceptions, and incorrect statements. Data indicate that superior pupils may waste their time on exercises which are effective in improving the work of average and near-problem children. The formal method of instruction is of value in the case of pupils in the low and middle thirds and is of practically no value for pupils in the high third. Neither the formal nor informal method of instruction is distinctly superior in enabling pupils to reduce the number of errors of every type studied.

1646. **Weaver, Robert B.** Formal and informal instruction in United States history in the seventh grade. *Elementary school journal*, 30: 755-65, June 1930.

1647. **Weber, Mary M.** A study of concept development in American history. Master's thesis, 1930. University of Wisconsin, Madison.

1648. **White, Ada Maye.** Content of the books on teaching history in secondary schools. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 80 p. ms.

The aim of this study is to organize and apply contents of the books to a solution of the history teacher's problems. Findings: The problems of the history teacher are not hopeless of solution; suggested solutions are presented.

1649. **Whitehead, Beulah O.** A study of development of concepts in American history. Master's thesis, 1930. University of Wisconsin, Madison.

1650. **Wiener, Abraham.** The construction and validation of objective tests in historical information for use in the seventh and eighth grades of the elementary school. Master's thesis, 1930. College of the City of New York, New York, N. Y. 46 p. ms.

Construction of a test embodying available principles of test construction and applying specifically to the New York City course of study. Tentative trial of the test seemed to indicate its adequacy.

1651. **Williams, E. I. F.** A course in the professional treatment of subject-matter in history. *Educational administration and supervision*, 15: 410-18, September 1929.

During the summer of 1928 the author presented a course organized on the principles of professionalized subject-matter courses, with high school history as the subject matter, to a group of 22 advanced and graduate students at West Virginia university. From the point of view of the students and of the instructors, professionalized subject-matter courses justified themselves as worthy of a place in teacher-training programs.

1652. **Wilson, Florence and Wilson, Howard E.** A bibliography of American biography selected and annotated for secondary schools. Philadelphia, Pa., McKinley publishing company, 1930. 64 p. (National council for the social studies. Publication, no. 5)

A list of approximately 500 titles selected on the basis of their historical accuracy, their literary merit, and their pedagogical usefulness.

1653. **Wilson, Mary C.** A study of biographical material for use in the fifth grade. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 112 p. ms.

A study of material for use in the presentation of 10 characters in the fifth grade. Eighty-one books were examined. Vocabulary difficulties of material, nature of the content of the books, and physical make-up were noted.

1654. **Wolfram, Claude Milton.** Study-recitation versus recitation-study in United States history in the junior high school. Master's thesis, 1930. University of Wisconsin, Madison.

See also 209, 244, 266, 274, 286, 302, 307, 312, 316, 318, 321-322, 652, 1527, 1531, 1541, 1961 (5), 2065, 2008, 2077, 2995, 3007, 3748, 4346, 4541, 4651.

#### PSYCHOLOGY

1655. **Cuff, Noel B.** The law of use. *Journal of educational psychology*, 20: 438-47, September 1929.

Seventy-five students in general psychology at David Lipscomb college in 1927-1928, were given 18 tests each to test objectively conclusions relative to the law of use based

upon Ebbinghaus' statement that each repetition after learning has practically the same effect. Data indicate that additional practice after a series is learned may be useful, useless, or worse than useless.

1656. Menhennett, Winfield W. Causes of failure in psychology in State teachers college at West Chester. Master's thesis, 1930. New York university, New York, N. Y.

1657. Shirley, Mary and Hevner, Kate. An experiment in teaching laboratory psychology by the project method. *Journal of applied psychology*, 14: 300-54, August 1930.

The purpose of this study was to evaluate a project method of teaching the elementary psychology laboratory course by comparing two groups of students taught by this method with two other groups of students taught by the same instructors under the same conditions but by the ordinary routine method. The study was carried on during the academic year 1928-1929 with laboratory classes in the department of psychology at the University of Minnesota, and includes results from six class groups comprising 226 students. Students taught by the project method learn as much as regular students when their work is measured by the ordinary "objective examination" for the laboratory course; according to available objective evidence the project students derive as much interest and satisfaction from their work as the regular students.

1658. Yourman, Julius. Selection and evaluation of content of courses in psychology in teacher-training institutions. Master's thesis, 1930. New York university, New York, N. Y.

See also 511, 2913, 3081, 4322.

#### MUSIC EDUCATION

1659. Baker, Mary Louise. Comparative accomplishments in slight singing with small and large groups. Master's thesis, 1929. University of Iowa, Iowa City.

1660. Bannan, Mary Frances. A comparison and evaluation of six elementary music courses. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 57 p. ms.

Six music courses, namely, Hollis Dann, Universal music, Progressive music, Music hour, Music education and Foresman were compared and evaluated according to authoritative opinion in elementary education and in music education. Findings: No one of the six methods can be recommended as supplying all the needs of music education.

1661. Beck, Paul Eugene. Teaching music from the basis of appreciation. Master's thesis, 1930. New York university, New York, N. Y. 104 p. ms.

An examination of curricula in music education from many widely separated points in the United States was made, and Harrisburg, Pa., was surveyed for all phases of a city's music, domestic and public. Curricula in music appreciation of state teachers colleges in Pennsylvania were compared. Findings: Teaching music from basis of appreciation is not general throughout the United States. Courses now in use are good. High value of music contests, music festivals, etc. in teaching music from basis of appreciation was revealed. The growing demand for more and better municipal music is being met by increased appropriation of public money for the purpose of promoting music. Conditions in music education in Harrisburg, Pa. were found to be closely paralleled in other cities. Physiological and psychological sources of such responses to music as constitute, in human beings, appreciation, were noted.

1662. Bennett, Beulah May. Present status of music in the public junior college and a proposed curriculum. Master's thesis, 1929. New York university, New York, N. Y. 74 p.

1663. Board, Lorraine M. Allen. A musical survey based on an intensive analysis of the Thomas Jefferson platoon school, Glendale, Calif. Master's thesis, 1930. University of Southern California, Los Angeles. ms.

1664. Breed, Victor T. The Scholae cantorum in the early middle ages. Master's thesis, 1930. Catholic university of America, Washington, D. C. 89 p. ms.

1665. **Broom, M. E.** A note concerning the Seashore measures of musical talent. *School and society*, 30: 274-75, August 24, 1929.

Presents information concerning differences in the findings yielded by the six basic capacities which underlie general music ability for adults and for junior high school pupils. Scores for 82 college juniors and seniors in the San Diego state teachers college, and for 102 ninth grade pupils of the Woodrow Wilson junior high school of San Diego were considered. Data were collected during the school year of 1927-1928. Findings for the adult group indicate that the tests measure different variables as they purport to do. The indication is that the six tests at the junior high school level do not measure different variables as they purport to do.

1666. **Cheyette, Irving.** Four-and-twenty folk tunes. New York, Carl Fischer, Inc., 1930. 500 p.

A study made under the general auspices of the Music department of the Horace Mann high school, Teachers college.

A creative instrumental primer. A method devised to teach children the appreciation of music, orchestra routine, instrumental technique and music terminology, through the ensemble approach. The material incorporated was used in grades 5 and 6 in the Horace Mann school for two years, permitting an evaluation of material and experimentation with many combinations of instruments in ensemble.

1667. **Church, Norval Luther.** A statistical study of the Seashore "Measures of musical talent" and the Kwalwasser "Test of melodic and harmonic sensitivity." Master's thesis, 1930. Stanford university, Stanford University, Calif.

1668. **Coleman, Satis N.** First steps in playing and composing. New York city, Lincoln school, Teachers college, Columbia university, 1930. 112 p.

Guidance in children's composing and their first experiences in playing on simple instruments.

1669. ———. **The Marimba book.** New York city, Lincoln school, Teachers college, Columbia university, 1930. 112 p.

A study of the background and history of the marimba, and instructions as to how to make them and tunes to play on them.

1670. **Davidson, Clyde Ostrand.** A study of some aspects of musical guidance for pupils in junior and senior high schools. Master's thesis, 1929. University of Kansas, Lawrence.

1671. **Dillon, Frances Helen.** A study in the relation between rhythm and coordinated movement. Master's thesis, 1930. University of Wisconsin, Madison.

1672. **Doyle, Price.** The administration of student teaching in music. Master's thesis, 1930. University of Cincinnati, Cincinnati, Ohio. 63 p. ms.

A study of replies from 100 institutions in 31 states, and replies regarding distribution of students' time from 48 student teachers, representing 25 state teachers colleges in 20 states, in order to determine how student teaching music compares with student teaching in the general field as to length of courses; prerequisites for student teachers; extent, placement, and amount of credit granted; observation lessons; distribution of students' time over various activities; and agents in supervision and rating of student teachers.

1673. **Evans, Grace E.** Suggestions for simple drill and simple tests in aural and notation perception in the high school choral class. Master's thesis, 1929. Teachers college, Columbia university, New York, N. Y. 35 p. ms.

1674. **Gardner, Anna E.** A study of certain phases of musical ability in young children of different nationalities. Master's thesis, 1930. New York state college for teachers, Albany.

Wide variations in ability and some significant differences were found.

1675. **Geist, Harrison Daniel.** The educative influence of church music in the light of its history. Master's thesis, 1930. New York university, New York, N. Y. 67 p. ms.

A study of the educative influence of church music, its value in worship, the importance of the correct use of music in services so as to give expression to religious experience and

its value in better living in the community by adults and children. Findings: In religious education music attracts; it fixes the attention; it aids in the remembrance of truths revealed. Music brings truths of religious realities into life in such ways as to insure its possibilities of being freely reexpressed and creating atmosphere and mood favorable to the development of true Christian character and life.

1676. Gray, C. T. and Bingham, C. W. A comparison of certain phases of musical ability of colored and white public school pupils. *Journal of educational psychology*, 20: 501-506, October 1929.

A total number of 258 colored and 219 white pupils from colored and white public schools in cities in Texas were examined. The superiority of the whites when compared with either mulattoes or negroes seems apparent in most comparisons made. When training has been applied, the mulatto is superior to the negro. A relatively high correlation is found between total musical score and index of brightness.

1677. Guinn, John Alonzo. The public school music situation in the United States. Master's thesis, 1929. University of Texas, Austin.

1678. Halstead, Edwin E. Music appreciation in the public schools; its history, meaning, and aim, and the principles and techniques governing its development. Master's thesis, 1929. New York university, New York, N. Y.

1679. Harmer, Ralph L. An analysis of the present status of band work in those schools that have placed in national and state contests. Master's thesis, 1930. Colorado state teachers college, Greeley. 200 p.

1680. Hayes, Richard Francis. A program of rhythmic activities for junior and senior high school boys. Master's thesis, 1929. New York university, New York, N. Y.

1681. Henderson, Ruth. An elementary curriculum in music. Master's thesis, 1930. Indiana state teachers college, Terre Haute. 261 p. ms.

1682. Highsmith, J. A. Selecting musical talent. *Journal of applied psychology*, 13: 486-93, October 1929.

A study, based upon the record of 59 girls who entered the school of music of the North Carolina college for women in September 1922, was made to find out the relation between students' scores in the Seashore measures of musical talent and their success in courses taken in the school of music. The Seashore test proved of doubtful value as a means of predicting the probable success of students in music.

1683. Kraus, Henry S. and Harap, Henry. The musical vocabulary of newspapers and magazines, 1930. Western Reserve university, Cleveland Ohio. 11 p. ms.

This study involved the reading of 81 issues of representative magazines and newspapers comprising over 7,000,000 running words and yielding a musical vocabulary of 355 terms. Of the 355 musical expressions found in newspapers and magazines, 110 or 31 per cent were included in Thorndike's list of 10,000 most common words.

1684. Larson, Ruth Crewdson. Studies on Seashore's Measures of musical talent. Doctor's thesis, 1929. University of Iowa, Iowa City. 125 p. ms.

1685. McNeil, Carol N. Musical performance given before the public by students of selected larger high schools. Master's thesis, 1930. Northwestern university, Evanston, Ill.

1686. Markham, Margaret M. An experiment in the measurement of musical ability of children in grades 5 and 6 of city public schools. Master's thesis, 1930. New York state college for teachers, Albany.

Superior accomplishments were shown by sixth grade pupils and girls; problems of greatest difficulty were combining tone and rhythm and recognizing key signature.

1687. Mary Clare, Sister. Vincent d'Indy and his art theories as revealed in *Cours de Composition musicale*. Master's thesis, 1929. University of Notre Dame, Notre Dame, Ind.

1688. **Meister, Florence G.** A study of the orchestras in the public schools of New York City. Master's thesis, 1930. College of the City of New York, New York, N. Y. 53 p. ms.

Questionnaire, interview and observation study of many phases of orchestra work in elementary and junior high school.

1689. **Monroe, Samuel Frederic.** The development of instrumental music in the public schools of the United States. Master's thesis, 1930. New York university, New York, N. Y. 115 p. ms.

A study of public school music from the time of Lowell Mason and of the causes of the rapid development of instrumental music in United States public schools since 1915. Findings: The field for the sale of musical instruments to public schools is barely touched. Plenty of teachers of instrumental music are available. Definite standards for teachers have not yet been formulated, though a college degree seems increasingly necessary. There are numerous schools offering degrees for supervisors of instrumental music; the number is increasing right along.

1690. **Moon, Doris E.** Diagnostic tests in harmony. Los Angeles, Calif., R. L. Jones, 1929.

Test comes in booklet form containing two parts, 25 pages in each part. Part 1 covers elementary theory up to harmonization of 3-tone melodies. Part 2 covers harmonization of 3-tone melodies involving use of tonic and dominant chords and their inversions.

1691. **Moore, Helen.** Research in pedagogy and piano technic. 1929. Rollins college, Winter Park, Fla.

1692. **Moos, Gretchen A.** Opportunities for music education in Minnesota, 1929-1930. Master's thesis, 1930. University of Minnesota, Minneapolis.

1693. **Musselman, Alice.** The extent to which students elect music after a preliminary year of required music in ninth grade. Omaha, Nebr., University of Omaha, 1930.

Questionnaires were sent to cities of about the same size as Omaha. Replies were received from all of the high schools in each of these cities. The purpose was to determine the extent to which music was required in the high schools of mediumly large cities and the effect of this requirement on the number of students electing music after completion of the requirement. Conclusions: A greater percentage of students elect music in the four-year high school following an initial requirement.

1694. **National conference of music supervisors.** Research council. Survey of college entrance credits and college courses in music. New York city. National bureau for the advancement of music, 1930. 209 p.

A survey of 600 senior and junior colleges throughout the country.

1695. **Phillips, Mabel Gossman.** A case study of the monotone problem in the junior high school. Master's thesis, 1929. Indiana state teachers college, Terre Haute. 95 p. ms.

An experiment was carried on with 35 pupils classed as monotones. A case study was made of each pupil with reference to: grade age; IQ rating; scholastic standing; school musical opportunity; environment and personal traits; scores made on tests; causes for monotoneism in each case; and remedial measures which were most helpful to the individual. It was concluded that: monotoneism in the junior high school is more prevalent among boys than among girls; each monotone is an individual case and should be treated accordingly; contributory causes found most frequently were: timidity and self-consciousness; lack of proper musical opportunity and individual training in the primary grades; lack of musical environment and encouragement in the home; limited tonal range; defective hearing; lack of innate musical talent and of interest in music. Monotoneism in junior high school pupils can be cured by segregation and careful, systematic drill on helpful vocal exercises accompanied by patience of pupil and teacher.

1696. **Pittsburgh, Pa. Public schools.** Department of curriculum and research. The vocational value of music to high school pupils. 1930.

1697. **Raison, Mary M.** Status of public school music in Ohio. A survey and evaluation. Master's thesis, 1930. Ohio Wesleyan university, Delaware.

This study contains data showing amount and kind of musical instruction, facilities, financial support, teachers' qualifications and compensation. There are some data on history and detailed objectives, with recommendations for improvement.

1698. **Randall, Clarissa Addie.** The teaching of music history. Master's thesis, 1929. New York university, New York, N. Y. 50 p.

1699. **Sallsbury, Frank S. and Smith, Harold B.** Prognosis of sight singing ability of normal school students. *Journal of applied psychology*, 13: 425-39, October 1929.

An experiment was conducted at the Bellingham state normal school during 1926 and 1927, with two experimental groups of students. Pitch and tonal memory were found to have very significant predictive value.

1700. **Schuette, Marie Anna.** An evaluation of opinions of principals and their beginning music teachers concerning the adequacy of teacher-training courses offered by New York institutions. Master's thesis, 1930. University of Southern California, Los Angeles.

1701. **Seashore, Carl E.** The measurement of pitch intonation with the tonoscope in singing and playing. Iowa City, University of Iowa, [1930.] 30 p. (University of Iowa studies, First series, no. 172, February 1, 1929)

1702. **Spurgin, Holland Abram.** A study of the dominant characteristics of adolescent children having superior untrained musical talent. Master's thesis, 1930. University of Southern California, Los Angeles.

1703. **Stuart, William H.** First lessons in violin playing. an elementary method for violin class instruction. Master's thesis, 1929. Teachers college, Columbia university, New York, N. Y. 22 p. ms.

1704. **Ulmer, Roland C.** The place of music in the curriculum of the Catholic high school. Master's thesis, 1929. Catholic university of America, Washington, D. C. 75 p. ms.

1705. **Vernon, P. E.** A method for measuring musical taste. *Journal of applied psychology*, 14: 355-62, August 1930.

A study was made of the musical taste of 104 subjects.

1706. **Warner, Helen.** History of public school music. 1929. Rollins college, Winter Park, Fla.

1707. **Washington (State) Department of education.** Music in junior and senior high schools. Olympia, 1930. 105 p.

See also 301, 632, 2366.

#### ART EDUCATION

1708. **Barnhardt, Mrs. Jane Sargent.** Survey of the present status of art in the public schools of the United States and a study of state supervision. Master's thesis, 1930. University of Akron, Akron, Ohio. 45 p. ms.

A study of the history of art in the United States; cooperating agencies; present status of art in the schools; and state supervision of art. Presents data on status of art in 30 states regarding requirements in state curricula, and requirements in teacher training.

1709. **Behrns, Mrs. Abbie C.** A suggested course in art education for Hawaiian elementary schools. Master's thesis, 1930. University of Hawaii, Honolulu. 217 p. ms.

1710. **Bird, Milton Hawkins.** A study in aesthetics. Doctor's thesis, 1930. Harvard university, Cambridge, Mass. 200 p. ms.

Seven hundred and ninety-eight pupils were given the Dearborn group tests for intelligence, and 248 pupils were given the Goodenough Intelligence test as well as the Dearborn. Three thousand, one hundred and thirty-eight drawings were judged on three points. Pupils ranged in age from six years to 14 years 11 months, in grades ranging from the first through the first year high school. The writer suggests a new approach to the teaching of drawing in which observation and communication are stressed rather than imitation. A selected bibliography is included to cover the field of aesthetics.

1711. **Bond, Gladys Helen.** A study in comparison of the art abilities of children of various nationalities. Master's thesis, 1930. University of Southern California, Los Angeles.

1712. **Boswell, Mary Kathryn.** A compilation of theories relative to engendering art appreciation. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 84 p. ms.

Findings: Art appreciation is a personal, emotional, and intellectual reaction. It is of value as it affords to one a fuller and richer life, a worthy use of leisure time, and ability of selective judgment in choice of clothing and articles for daily use. It is engendered in a gradual manner through environmental contact, participation in technical processes, and formal study.

1713. **Boyce, Ruth.** A study of the fine arts courses in state teachers colleges. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 123 p. ms.

A study of state teachers colleges offering four years' work above secondary schools and granting degrees to ascertain the number of courses and quarter hours offered at each college; number of hours offered in appreciation, skills, and method; the various names given to the department of fine arts; and the type and variety of work which is being offered in fine arts in the state teachers colleges.

1714. **Carr, Almon R.** Objective test in mechanical drawing. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 57 p. ms.

A study of mechanical drawing tests was made and a method for making a test was demonstrated. Findings: Only one test has been standardized. There is a need for standardized tests for mechanical drawing.

1715. **Cleary, Stephen Farrell.** An analysis of mechanical drawing for standardization and teaching purposes. Master's thesis, 1929. Cornell university, Ithaca, N. Y.

1716. **Clinton, R. J.** Nature of mirror-drawing ability; norms on mirror-drawing for white children by age and sex. *Journal of educational psychology*, 21: 221-28, March 1930.

Data on mirror-drawing ability were obtained from 1,903 unselected students in four school systems in elementary, and high school grades, and from two groups of university students in educational psychology. Findings: There is little, if any relation between mirror-drawing ability and general intelligence.

1717. **Conesny, Hero Lucile.** A comparative study of two methods of developing color appreciation in the junior high school. Master's thesis, 1929. University of Denver, Denver, Colo. 105 p. ms.

The following questions were studied: (1) If pupils show a marked preference for a particular color, will this color preference influence them in choosing color combinations? (2) Is the use of a color theory beneficial in the development of color appreciation? (3) Does the knowledge of one color theory make the pupil dependent upon the rules of this theory, or does it lead to a wider appreciation of the accepted color harmonies?

1718. **Dollard, Marie J.** The teaching of lettering the Roman alphabet by the developing and dictative methods. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. *University of Pittsburgh bulletin*, 27: 256-57, November 1930. (Abstract)

1719. **Donnelly, Theresa Jane.** The lure of color in pictures for children. Master's thesis, 1930. Loyola university, Chicago, Ill. 77 p. ms.

1720. **Drought, R. Alice.** A survey of studies in experimental aesthetics. *Journal of educational research*, 20: 97-102, September 1929.

1721. **Fischer, Herbert A., Jr.** The machine and how it has affected design, 1930. New York university, New York, N. Y.

A study of the effect the machine has produced in design; and the changes made in design. Findings: The machine has changed design to some extent. As yet the manufacturers have not necessarily understood the advantages in changing their designs to meet the demands of the machine. Art in the majority of our schools is still in the period of handicraftsmanship and has not met the demands of the machine age.

1722. **Goldsworthy, Philoma and committee.** Art course of study for elementary schools. San Jose school department, San Jose, Calif. 1929. 58 p. ms.

1723. **Haller, Alfred J.** An experimental study in aesthetic appreciation. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. 34 p. University of Pittsburgh bulletin, 27: 277-78, November 1930. (Abstract)

1724. **Hankammer, Otto A.** Content of high school drawing. Master's thesis, 1930. Ohio state university, Columbus. 102 p. ms.

1725. **Israeli, Nathan.** Variability and central tendency in aesthetic judgments. Journal of applied psychology, 14: 137-49, April 1930.

The article reports data on variability and central tendency in aesthetic judgments of colored triangles and painting reproductions in colors. One hundred and sixty-two subjects were tested, 47 of the subjects were graduate students, the others were freshmen high school students. Data indicate that qualitative similarity of reactions is the rule for all subjects; and that quantitative differentiation is found in the central tendency and variability of different age groups. With increasing age there is less variability and more agreement.

1726. **Johnston, Isabel.** A study of the art department in various teachers colleges. Master's thesis, 1930. University of North Dakota, University.

1727. **Leeman, Pauline Wynn.** A study evaluating children's drawings in kindergarten and early grades. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 56 p. ms.

Fifteen hundred drawings were studied; standards by authorities in art education and early elementary education were compared; current literature was read. The result of this study indicates that there seems to be a gap existing between grown-ups who set art standards of attainment and those who learn from children in their art expression. The latter group seem to be in the ascendancy putting emphasis upon ability to express graphically rather than building skills apart from the desire to express freely. However, these techniques do seem to be felt necessary by the child when he feels a lack of skill or inadequacy to put his ideas into better form.

1728. **Lewerenz, Alfred S.** Predicting ability in art. Journal of educational psychology, 20: 702-704, December 1929.

In September 1928, 42 students were given the Los Angeles tests in fundamental abilities of visual art and the results recorded. Data indicate that there is a high degree of relationship between predicted ability and later performance.

1729. **Lowry, Everett Ellsworth.** A comparison of methods and devices used in teaching curvilinear perspective. Master's thesis, 1930. University of Chicago, Chicago, Ill.

1730. **MacLean, William Plannette.** A comparison of the effectiveness of colored and uncolored pictures. Master's thesis, 1930. University of Chicago, Chicago, Ill.

1731. **Martin, Minnie S.** A record of art instruction, sixth grade, Peabody demonstration school. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 87 p. ms.

This is a record of art experiences from September 25, 1929, to June 1, 1930, which grew out of definite needs for art instruction as expressed in the interests and activities of the sixth grade in the Peabody demonstration school. The significant values resulting from this experiment were in increasing the children's knowledge and appreciation of art rather than in developing skills.

1732. **Meier, Norman Charles and Seashore, Carl Emil.** The Meier-Seashore art judgment test. Examiner's manual. Iowa City, University of Iowa, 1930. 24 p.

The test is designed to afford a reliable general indication for use in school drag-net surveys, in order to discover latent talent, to the end that those best fitted to elect art careers may know their possibilities early in life.

1733. **Pickens, Verne Lyle.** The standardization of a test in drafting. Master's thesis, 1930. University of Colorado, Boulder. University of Colorado studies, 18: 96-7, December 1930. (Abstract)

Objective material was collected from courses of study and from teachers of drafting. A test was composed of this material and given in the high schools of Kansas City, Mo. The test was given to an experimental group and the items roughly scaled. It was then given to 522 pupils in first semester drafting.

1734. **Rich, Grace Ellingwood.** Teacher research preparation to supplement textbooks incomplete in the field of modern art appreciation. Master's thesis, 1930. New York university, New York, N. Y.

1735. **Saunders, Aulus.** Analysis of art ability. Master's thesis, 1930. Washington university, St. Louis, Mo.

1736. **Schubert, Anna.** Drawings of Orotchen children and young people. Journal of genetic psychology, 37: 232-43, June 1930.

A study was made of drawings made by Orotchen children and adolescents from 10 to 20 years of age, collected during the summer of 1927, by a teacher of the first boarding school conducted in the Ruchlov district of the Far East. The drawings of Orotchen children are typical samples of naturalistic graphical productions similar to those seen among other primitive peoples. The drawings were made without any previous practice on the part of the children, who had gone through no primitive stages of design.

1737. **Shaffer, Laurance F.** Children's interpretations of cartoons. A study of the nature and development of the ability to interpret symbolic drawings. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1930. 73 p. (Contributions to education, no. 429)

"Ten cartoons dealing with social, political, and economic problems were presented to approximately 150 children in each school grade from grade 4 through grade 12. The question asked was, what does this cartoon mean, and the children wrote the answers. In all 1,344 children in one group interpreted the first five cartoons and 1,407 children in a second group interpreted the second five. These children were widely distributed throughout the United States. Intelligence-test data for 1,727 pupils showed no wide discrepancies from the norms."

1738. **Sioux City, Iowa.** Public schools. Committee of supervisors and principals. Tentative art-expression curriculum—elementary junior schools, 1930. 162 p.

1739. **Sisson, Ralph C.** Work sheets and textual helps paralleling course in architectural drawing 1. 1930. Public schools, Oakland, Calif. 44 p. ms.

1740. **Sparger, Alma S., chairman.** Art education in the North Carolina public schools. 1930. North Carolina education association, Raleigh

A brief study of art education stating the course of study used, whether special art teachers are employed, how materials are provided, time allotment, and illustrative material owned by school.

1741. **Strauss, Dorothy Minetta.** The relation of the art department to other divisions in the Madison vocational school and the application of art principles to vocational education. Master's thesis, 1930. University of Wisconsin, Madison.

1742. **Van Nice, Ann.** Children's preferences for colors, color combinations and color arrangements. Master's thesis, 1930. University of Chicago, Chicago, Ill.

A study of children's preferences for colors, color combinations and color arrangements from grades 3 to 8 measured by means of a series of tests.

1743. **Wagner, J. Ernest.** Job sheets in first year mechanical drawing instruction—their construction and value as compared with the textbook method of instruction. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. 81 p. ms. University of Pittsburgh bulletin, 27: 404-05 November 1930. (Abstract)

1744. Wallis, Nell. A study of tests designed to measure art capacities. 1930. Florida state college for women, Tallahassee. 76 p. ms.

The study sought to determine the relationship in the scores from various tests; the McAdory, Meier-Seashore, Lewerenz, a test of proportion and one composed of art objects.

1745. Washington (State), Department of education. Art in the junior and senior high school. 1930. Olympia. 34 p.

1746. Williams, Marion L. The growth of intelligence as measured by the Goodenough drawing test. *Journal of applied psychology*, 14: 239-56, June 1930.

Thurstone's method of absolute scaling was applied to the Goodenough drawing test. Data indicate that mental growth increases by decreasing amounts with advancing age; and that the development of children at different relative intelligence levels progresses along parallel lines. A bibliography is included in the article.

1747. Wood, Clemmer B. A scale for the grading of free hand lettering. Master's thesis, 1929. Iowa state college, Ames.

Eight hundred and fifty samples of free hand lettering were collected from seventh, eighth, ninth, tenth, eleventh, and twelfth grades and college. Findings: Results by use of scale are much more consistent than by use of percentage grading.

1748. Yepsen, Lloyd N. The reliability of the Goodenough drawing test with feeble-minded children. *Journal of educational psychology*, 20: 448-61, September 1929.

In an attempt to determine the reliability of the Goodenough drawing test for immediate readministration a second or third time, 37 feeble-minded boys between the ages of 9.0 and 18.2 were tested over a period of two weeks. Data indicate that the Goodenough tests can be successfully applied with feeble-minded subjects after the original administration with a high degree of reliability. The test appears to measure something not entirely covered by the Binet test.

See also 316, 2203, 2268, 2283, 2366, 3878, 3934, 4370.

#### DRAMATICS AND ELOCUTION

1749. Allen, David Clarence. A high school course in public speaking based upon newspaper analysis of situations in which people actually speak. Master's thesis, 1930. Indiana university, Bloomington. 154 p. ms.

1750. Anderson, Harry H. An evaluation of high school debating in Oklahoma, in the light of modern objectives. Master's thesis, 1930. University of Southern California, Los Angeles.

1751. Coddling, C. L. Public speaking and the high school curriculum. University of North Dakota, University.

1752. Costello, Charles Stephen. A psychological approach to public speaking. Master's thesis, 1930. Loyola university, Chicago, Ill. 198 p. ms.

1753. Easley, Frances Josephine. Opportunities for teaching English offered by dramatization. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 227 p. ms.

An examination of the literature on the history of general and child drama and an observation of dramatizations for six months in a second grade to determine opportunities for teaching English. Findings: Dramatization offers opportunities for practice in practically five sixths of the English standards for second grade set up in the Fourth yearbook of the Department of superintendence, National education association.

1754. Evans, Dina Rees. A high-spot survey of best practices in dramatic activities in high schools. Master's thesis, 1929. University of Iowa, Iowa City.

1755. Gelvin, Elizabeth D. County contests and reflective thinking. Master's thesis, 1929. Ohio state university, Columbus.

A study of county contests in Ohio with special reference to Cuyahoga county. Findings: County contests, that is, contests in debate and oratory are severely criticized

by administrators, directors and participants. Data from questionnaires indicate that the preparation of contestants and administration of contests did not comply with the requirements of reflective thinking.

1756. **Kramer, J. Howard.** The construction of X units of instruction for speaking situations. Master's thesis, 1930. University of Iowa, Iowa City. 74 p. ms.

1757. **Lane, Ellen Mary.** The dramatization of New Testament stories with children five to thirteen years old. Master's thesis, 1930. Teachers college, Columbia university, New York, N. Y. 20 p. ms.

The record of a year's work with a group of 20 children in a Congregational Church, with a brief evaluation of the work done. Findings: In spite of certain difficulties and problems, these children gained in their understanding of the life and teachings of Jesus, as well as in their ability to think for themselves and work together.

1758. **Macgowan, Kenneth.** Footlights across America. A study of the little theatre and drama movement in America. New York city, Harcourt, Brace and company, 1929.

A survey of the little theatres and university and college theatres in their relation to the adult education movement.

1759. **Mahoney, Theodora T.** Dramatic art in the junior high schools in California. Master's thesis, 1930. University of California, Berkeley. 98 p. ms.

A study of the acting and producing of plays in junior high schools in California, to ascertain the status of this subject in the curricular and extra-curricular activities of these schools. Findings: Eighty-one per cent of the schools showed that dramatics was making a real contribution to the assembly programs in the junior high schools; large junior high schools have trained dramatic teachers who spend all or most of their time in speech arts. Small high schools show larger number of dramatic teachers but they are usually regular classroom teachers doing dramatic work in addition to full teaching program; more than half of the junior high schools in California have a senior play; the large schools lead in this undertaking; 63 per cent of the schools surveyed have dramatic clubs; 50 per cent have an elective dramatic class. The large city systems, have almost without exception, dramatics as an elective course in the curriculum of their junior high schools.

1760. **Monroe, Alan H.** The effect of bodily action on voice intensity. Journal of applied psychology, 13: 516-32, October 1929.

Two groups of experiments were carried out with students of public speaking at Northwestern university. The results of the experiments indicate that some relationship does exist between bodily action and voice intensity.

1761. **Murray, James.** The status of corrective speech instruction in the public schools of the United States. Master's thesis, 1930. University of Southern California, Los Angeles.

1762. **Neylon, George M.** The needs and values of children's dramatics—their recognition and attainment. Master's thesis, 1929. University of Notre Dame, Notre Dame, Ind.

1763. **Porterfield, Martha.** A study showing how dramatic activities meet prevailing language objectives. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 60 p. ms.

Observation, covering a period of 10 weeks, was made with fifth grade children while they were experiencing a unit of work on pioneer life. Findings: The dramatic situation provides for language practice and growth. Creative expression comes about naturally.

\* 1764. **Smith, Milton Myers.** The equipment of the school theater. Doctor's thesis, 1929. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1930. 78 p. (Contributions to education, no. 421)

Findings indicate that school plays are practically universal; most of the work in play production is extracurricular; a good portion of schools have a teacher who has had some training in play production; most schools have an auditorium designed among other things to be used for plays. Principles of auditorium construction in regard to acoustics, sight lines, hygienic and aesthetic considerations, and details of the school stage and its equipment are given.

1765. **Welsch, J. Dale.** An evaluation of the activities of high school debating leagues. Master's thesis, 1929. University of Iowa, Iowa City.

1766. **White, Helen C.** Speech curriculum in the high schools (senior and four year) of the United States with an enrollment of 1,500 pupils or more. Master's thesis, 1930. Northwestern university, Evanston, Ill.

1767. **Willens, Minnie Klara.** The human larynx in its relation to speech education. Master's thesis, 1929. University of Denver, Denver, Colo.

1768. **Wilson, Bertha.** The status of dramatics in the senior high schools of Kansas, 1929-1930. Master's thesis, 1930. University of Kansas, Lawrence.

*See also* 1961 (1), 3258.

#### JOURNALISM

1769. **Bennett, Earl Eugene.** A survey of the appeal of the high school newspaper to the high school student. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. University of Pittsburgh bulletin, 27: 225-26, November 1930. (Abstract)

1770. **Boehringer, C. Louise.** The education and experience essential to the editorship of a state educational journal. Master's thesis, 1930. University of California, Berkeley. 45 p. ms.

Data indicate a preponderance of opinion that the editor must know the professional field of education both as a student of some of its phases, and through experience in a public school system; and that he must have an accepted philosophy of education and familiarity with fundamentals of education.

1771. **Butler, Lulu Allen.** An analysis and evaluation of the high school newspaper. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. University of Pittsburgh bulletin, 23: 235-36, November 1930. (Abstract)

1772. **Calvert, Blanche A.** The school newspaper as a socializing factor in the senior high school. Master's thesis, 1930. Teachers college, Columbia university, New York, N. Y. 88 p. ms.

1773. **Conley, Charles Clarence.** Current practices in high school newspapers. Master's thesis, 1930. Stanford university, Stanford University, Calif.

1774. **Corry, Frances.** The school newspaper and its use in the teaching of English. Master's thesis, 1929. Teachers college, Columbia university, New York, N. Y. 46 p. ms.

1775. **Dewlaney, Barbara.** Problems confronting teachers of newswriting. California quarterly of secondary education, 5: 155-60, January 1930.

From data secured from answers to 76 questionnaires, it is evident that lack of training is the outstanding problem of newswriting teachers in California.

1776. **Gaukrodger, Edith.** A guide to the mechanics of writing. 1930. Upper Darby high school, Upper Darby, Pa.

A study of current practices in mechanics, and the preparation of a pamphlet for use in the Upper Darby high school.

1777. **Greenawalt, Lambert.** High school publications. Master's thesis, 1930. George Washington university, Washington, D. C. 150 p. ms.

Survey of practices with specific devices for improvement.

1778. **Middleton, Sister Mary Lucille.** A study of the content and administration of Catholic high school magazines. Master's thesis, 1930. Loyola university, Chicago, Ill. 44 p. ms.

1779. **Nelson, D. Lloyd.** High school publications. Master's thesis, 1930. Stanford university, Stanford University, Calif.

1780. **Nelson, M. J.** A study of certain phases of the conduct of student news publications. *School and society*, 30: 609-10, November 2, 1920.

Replies to a questionnaire were received from 58 colleges and universities with enrollments varying from 1,200 to 3,000 relative to the freedom allowed students in the conduct of their news publications. Various methods of selection are used in these institutions for all the staff members.

1781. **Ott, Minter Morrell.** A high school yearbook finance survey. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. *University of Pittsburgh bulletin*, 27: 350-51, November 1930. (Abstract)

1782. **Seyle, Elizabeth Grady.** Student publications in the high schools of South Carolina. Master's thesis, 1930. University of South Carolina, Columbia.

1783. **Stallings, Mildred E.** A course of study in journalism to be used at the Central high school, District of Columbia. Master's thesis, 1930. George Washington university, Washington, D. C. 66 p. ms.

A study of textbooks and periodicals relating to high school journalism. Questionnaires were sent to teachers of journalism in order to determine objectives, methods, etc., of a course of study in journalism. A plan was developed for a one-year course for juniors and seniors in senior high school.

1784. **Wills, George C. and McCalister, Wayde H.** Student publications. New York city, A. S. Barnes and company, 1930. 180 p.

Status of student publications in high schools; guide for publications, etc., were studied. Findings: Newspapers, handbooks and other publications are increasing in numbers. In some states more annuals are being published while in others the number is declining. The type of annual published is undergoing radical changes.

#### THRIFT

1785. **Bennett, Arthur Walfred.** A survey of school banking in the city of Glendale, Calif., for the years 1927 and 1928 with special reference to the intermediate schools. Master's thesis, 1930. University of Southern California, Los Angeles.

1786. **Davis, Harry E.** A study of school savings as conducted in the Norwood, Ohio, public schools. Master's thesis, 1930. University of Cincinnati, Cincinnati, Ohio. 125 p. ms.

The investigation attempts to give first, a brief history of school savings from its earliest beginnings, a brief description of several of the most important types of school savings, and a detailed account of the system of school savings, used in the Norwood public schools; and second, an evaluation of school savings based upon the practices in school savings as conducted in Norwood schools for the past eight years.

See also 4117, 4167.

#### SAFETY

1787. **Detroit, Mich.** Public schools. Department of statistics and publications. Traffic protective measures. 203 p. ms.

1788. **Farley, Mabel Rebecca.** Education in accident prevention as a factor in developing social controls. Master's thesis, 1929. New York university, New York, N. Y. 58 p.

1789. **Indiana.** Department of public instruction. Division of elementary and high school inspection. Activities relating language arts to safety education in the elementary schools of Indiana? Indianapolis, 1929. 47 p. (Bulletin, no. 107A-2)

1790. **Kevin, James J.** A source book in safety education. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 79 p. ms.

1791. **Lewerenz, Alfred S.** A summary of 75 motor-vehicle fatalities among Los Angeles school children between the ages of six and 15. *Los Angeles educational research bulletin*, 9: 11-14, December, 1929.

Data represented all the reported deaths for the years 1926, 1927, and 1928. Information included name, date killed, time of day, sex, age, location of accident and cause. Results indicated that: greatest number of deaths took place during April and August, and the fewest in January; most accidents occurred Wednesday, fewest Saturday; 60 per cent of the accidents took place between 3 and 7 p. m.; many more boys were killed than girls; the ages 6 and 15 were most dangerous for boys, with 8 and 11 the most dangerous for girls; greatest number of accidents were caused by running out into the path of an automobile; specific type of accident takes place at a certain age on the average; children were well above the average intelligence in the five available test records.

1792. **Miller, Fred L.** Fire prevention and fire insurance practices in third class city school districts of Kansas. Master's thesis, 1930. University of Kansas, Lawrence.

1793. **Schad, Emma A.** Principles of curriculum instruction applied to safety education. Master's thesis, 1930. Johns Hopkins university, Baltimore, Md.

1794. A study of accidents on school grounds and in school buildings. *American school board journal*, 79: 87, September 1929.

Data were obtained from answers to a questionnaire received from 326 school superintendents in cities of 10,000 population and upward, covering the period from March 1928 to June 1929. There was a total of 2,831 accidents on school grounds, and 1,458 accidents in school buildings reported for the year.

### PRESCHOOL, KINDERGARTEN, AND PRIMARY EDUCATION

1795. **Bacon, Clarissa and others.** Detroit kindergarten test, 1930. City schools, Santa Monica, Calif.

The Detroit kindergarten test was given to 141 pupils distributed among four elementary schools. This project represents an interesting experiment carried on by several kindergarten teachers under the supervision of the elementary counselors. The maximum score in this test is 30 points. The average for Detroit kindergarten pupils is about 17. The groups tested in Santa Monica showed a median score of 17.6.

1796. **Baltimore, Md.** Department of education. Time allotment and schedule for kindergarten-primary grades, 1929. *In its 100th Annual report of the Baltimore board of school commissioners, 1928-1929.*

1797. **Barrett, Helen Elizabeth and Koch, Helen Lois.** The effect of nursery-school training upon the mental-test performance of a group of orphanage children. *Pedagogical seminary and Journal of genetic psychology*, 37: 102-22, March 1930.

A study of 27 children in attendance at the nursery school of the Chicago orphan asylum and 27 children not in attendance revealed the fact that the orphanage children placed from six to nine months in the nursery school showed consistently greater gains in mental-test performance than did a paired group of orphans deprived of the experience.

1798. **Boynton, M. Adela and Goodenough, Florence L.** The posture of nursery school children during sleep. *American journal of psychology*, 42: 270-78, April 1930.

A study of 56 children during a total of 278 nap-periods in a nursery school.

1799. **Bradbury, Dorothy.** An application of the Descoeudres performance tests to American children of preschool age. Master's thesis, 1929. University of Iowa, Iowa City. 261 p. ms.

1800. **Bridges, K. M. Banham.** The occupational interests and attention of four-year-old children. *Pedagogical seminary and Journal of genetic psychology*, 36: 551-70, December 1929.

Results of a study conducted at McGill university nursery school during the 1927-1928 session. Observations were made on the nature and duration of the occupational inter-

ests of a group of children, with a view to finding which of the occupations provided appealed most to the children and whether there was any sex difference noticeable in preferences for certain occupations.

1801. California. State department of education. Teachers' guide to child development. Manual for kindergarten and primary teachers. Sacramento, California State printing office, 1930. 658 p.

1802. Campbell, Rena. A study of the clothing weights and physical activity together with the possible correlation of these in the Merrill-Palmer nursery school. Master's thesis, 1930. University of Maine, Orono.

1803. Carter, Cornelia A. and King, Mary. Report of research and study committee of the Primary teachers association. 1930. North Carolina education association, Raleigh.

Questionnaires were sent to 100 city standard and 100 county standard schools; 100 city nonstandard and 100 county nonstandard schools to find causes of retardation. One hundred and eighty questionnaires were returned. The study showed that there is little difference in city and rural schools of standard and nonstandard grade, as to equipment etc., that would affect retardation. The consensus of opinion was that the type of home, community and mental development of children are the predominating factors. Kindergarten and junior-primary classes were suggested as possible remedies.

1804. Connell, Mattie Lou. Some effects of a flexible program on learnings. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 270 p. ms.

Description of three years informal work in the primary grades and follow-up in fourth grades to determine achievement in formal work. Findings: Informal procedure through the three primary grades met the requirements of the Louisiana state course of study, lessened retardation, prepared for fourth grade; and developed desirable habits and attitudes.

1805. Daniels, Parmely C. A study of compositional balance discrimination in the preschool child. Master's thesis, 1929. University of Iowa, Iowa City. 161 p. ms.

1806. Davis, Mary Dabney. Organization of supervisory units for kindergarten elementary grades in public-school systems of cities having a population of 2,500 or more, 1929-1930. Washington, D. C., U. S. Office of education, 1930. 5 p. ms. (Circular no. 15.)

Replies to an inquiry regarding general supervisors provided for kindergartens, primary and elementary grades, were received from 1,540 superintendents and summarized in this circular. The summary gives the following information: The different officers responsible for general supervision; the per cent of cities of different population size reporting general supervisors in their school systems; the variety of grade units or combinations of grades assigned to general supervisors; and the grade units or combinations of units used most frequently in cities of different population size.

1807. ———. Some phases of nursery-kindergarten-primary education, 1926-1928. Washington, United States Government printing office, 1929. 25 p. (U. S. Office of education. Bulletin, 1929, no. 29.)

Advance sheets from the Biennial survey of education in the United States, 1926-1928.

1808. Ezekiel, Lucille F. Changes in egocentricity of nursery school children. Master's thesis, 1930. George Washington university, Washington, D. C. 34 p. ms.

A study based on observations of 16 children made during free play during their first three months at school. Conclusions: The children dominantly egocentric on entrance make few significant changes during the first three months. The intermediate and unaggressive types tend to become more egocentric.

1809. Fraivogel, Esther Emma. A comparison of the "Mother school" of Comenius with the "Kindergarten" of Froebel. Master's thesis, 1930. Boston university, Boston, Mass.

\* 1810. Goll, Reinhold Weimar. The value of chronological age, mental age, number of permanent teeth, and kindergarten training for predicting promotion in the first grade. Doctor's thesis, 1930. University of Pennsylvania, Philadelphia. 69 p.

1811. Granger, Jean A. Some factors determining the nature and frequency of anger and fear outbreaks in the play of preschool children. Master's thesis, 1929. University of Texas, Austin. 59 p. ms.

Thirteen preschool (nursery) children in indoor and outdoor play were studied in groups of three for outbreaks of fear and anger during 52 hours of observation. Observations were analyzed in relation to frequency and cause of outbreaks, overt behavior during outbreak, and subsequent attitudes.

1812. Hansen, Rowna. Early childhood education, recent contributions to the literature issued by schools and professional organizations. Washington, D. C., Office of education, 1930. 6 p. ms. (Circular no. 8.)

This list includes pamphlets recently received by the Office of education which bear upon the education of young children, and supplements the list given in City school circular no. 6, issued in May, 1928.

1813. Hargis, Clara N. Preliminary study of certain factors of environment and traits of structure and function common to children who are not making normal progress in first and second grades. Master's thesis, 1930. University of California, Berkeley. 72 p. ms.

Findings: According to the teachers of these pupils, their failures were due to inferior mental ability. An examination of mental-test records showed that all had ratings of average intelligence. The most marked difference between the failure and normal progress groups are in the traits of behavior and habitual attitudes as shown in their conduct at home, in school, and in their relations to other children. The personal traits of nervousness, flightiness, excessive restlessness, chronic inattention, listlessness, laziness, instability, disobedience, are found singly or in combination in every case in the failure group.

1814. Herring, Amanda. Study of interest span in preschool children and some related variables. Master's thesis, 1929. University of Texas, Austin. 54 p. ms.

Forty two-year-olds and 40 four-year-olds (boys and girls in equal number) were observed in morning and afternoon periods in individual play with toys furnished by the experimenter. Age and sex differences are reported, as are differences with type of toy and time of day. No striking relationship between interest span and intellectual maturity was found.

1815. Hertzberg, Oscar E. The relationship of motor ability to the intelligence of kindergarten children. *Journal of educational psychology*, 20: 507-19, October, 1929.

Sixty-six kindergarten children in the training school of Colorado state teachers college at Greeley, ranging in ages from four years three months, to six years one month were studied during the fall of 1928. Complete records were obtainable for only 46 children. Conclusions: Motor dexterity alone has little practical value for the prediction of the mental age of kindergarten children. By the time of the kindergarten period, qualities of abstract intelligence, such as concentration, discrimination, etc., are more important than motor development in indicating the mental maturity of the child.

1816. Hulson, Eva Leah. An analysis of the free play of ten four-year old children through consecutive observations. Block constructions of four-year-old children. *Journal of juvenile research*, 14: 188-208, 209-22, July 1930.

Two sections of a master's thesis, 1928, of the University of Iowa, entitled, "An analysis of the free play of four-year-old children through consecutive studies of individuals."

1817. Lewin, Lillie. The mental ability of pupils entering the first grade as measured by the Pintner-Cunningham group mental test. 1930. Public schools, San Francisco, Calif. 5 p. ms. (Bulletin, no. 16, April 1930)

This study is based on Pintner-Cunningham tests given to 1,577 pupils eligible to first grade entrance. The test results are given for pupils without kindergarten training

and those with one term, two terms, and three terms, respectively. Findings: Pupils who have been in kindergarten one term or longer exceed those who have not attended kindergarten by approximately three months in mental age. Pupils who have attended kindergarten two and three terms do not surpass those who have attended only one term. The habits and skills developed in kindergarten are probably responsible for the three months' superiority shown in the Pintner-Cunningham test results.

1818. Loomis, Alice. A study of a technique for observing the social behavior of nursery school children. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1931. 100 p. (Child development monographs, no. 5)

The subjects of this study were 67 children in three different nursery groups; the records covering 85 hours, showed name of child making and receiving each contact, kind of contact and response. Summary for each child showed for each hour and for his total observation the proportion of contacts made and received by him, total contacts, and number of different kinds of contacts and responses. Phases of social interaction were selected for observation.

1819. McCloskey, Lois Muree. Reactions of 10 nursery school children in play with blocks and kiddy cars. Master's thesis, 1930. Pennsylvania state college, State College. 80 p. ms.

A series of 150 observations of play to ascertain span of attention, type of play, uses made of toys, relation of span of attention to attendance, age, number of uses made of toys. Findings: Average span of attention for all was 6.25 minutes. Span of attention increases more with age than with attendance. Individual play was more prevalent than group play.

1820. MacLatchy, Josephine H. Attendance at kindergarten and progress in the primary grades. Doctor's thesis, 1930. University of Chicago, Chicago, Ill.

1821. Mascord, Elizabeth and others. Course of study in kindergarten. 1930. San Jose school department, San Jose, Calif. 43 p. ms.

1822. Miller, Eleanor Olmstead. A study of the preschool child's picture and story books by the battery of tests method. Journal of applied psychology, 13: 592-99, December 1929.

A score card was made for rating books for preschool children.

1823. Newiman, Lela Carr. Language power as found in records of preschool children. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 183 p. ms.

The records of two infants, 21 nursery school children and 20 kindergarten children were studied to find the different ways in which expression was given to thought and action. Findings: The two infants were found to give expression to their likes and dislikes through cooing, crying, smiling, and movements of the body. The nursery school children were found to express themselves for the joy and satisfaction of talking. The kindergarten children through activity gave expression to what they were doing. An increased vocabulary and growth in power of expression were also found.

1824. Noyes, Anna G. A proposal for recording growth and development in the preschool child, and the techniques employed during the process to control these changes. Master's thesis, 1930. Teachers college, Columbia university, New York, N. Y. 19 p. ms.

1825. Raybold, Emma. First grade study, part 4. 1930. Public schools, Los Angeles, Calif. 20 p.

1826. Reed, Mary M. and Raymond, E. Mae. A survey of some phases of educational work with preschool children in eleven settlements in New York city. New York City, Welfare council of New York City, 1930. 47 p.

An evaluation of teacher preparation, room standards, equipment and supplies and the curriculum in action was made using the Reed-Raymond nursery school score card. The results of the study show a range of practices from types which can and should be changed because they offer a menace to child welfare to those types which demonstrate in many instances the ability of institutions under serious economic handicap to meet in a highly gratifying degree the standard of right conditions for child growth.

1827. Rhodes, Myrtle Hamilton. A study of student experiences in the pre-school laboratory as expressed in written interpretations. Master's thesis, 1930. University of Southern California, Los Angeles.

1828. Richardson, Anna E. Minimum essentials for nursery school education as accepted by the National committee on nursery schools, October 1929. Prepared by a sub-committee of the National committee on nursery schools, 1929. 12 p.

In this report the committee has outlined the objectives and the standards for maintenance of nursery schools that represent the best current practice. The report is offered as a survey of minimum standards with which procedure in individual schools might well be measured.

1829. Roberts, Arilita. A study of ten behavior problems of preschool children. 1930. Broadoaks school, Pasadena, Calif. 214 p. ms.

A brief conspectus of material by leading authorities on 10 of the more frequent behavior problems. Fifty books and 20 magazines written during the past 10 years were examined.

1830. Rohrs, Josephine. Maturation versus learning in preschool children. Master's thesis, 1930. Yale university, New Haven, Conn. 33 p. ms.

1831. Shinn, Alida V. A study of sleep habits of two groups of preschool children, one in Hawaii and one on the mainland. Master's thesis, 1930. University of Hawaii, Honolulu. 83 p. ms.

1832. Stinson, Bess Louise. Science learnings in units of work as recorded in a first grade. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 135 p. ms.

1833. Sweeny, Mary E. and others. A method of studying the activity of preschool children. *Journal of home economics*, 21: 671-78, September 1929.

1834. Washburne, Carleton. Public schools and the preschool child. *American childhood*, 15: 5-7, December 1929.

See also 251 254, 257, 259, 403, 424, 453, 455, 456, 470, 565, 596, 604, 731-732, 744, 750, 768-769, 774, 778, 801, 803, 806-807, 810, 974, 1231, 1290, 1294, 1532, 1727, 1851, 2042, 2050, 2919, 3246, 3261, 3392, 3395, 3425, 3930, 4367, 4518, 4605.

### ELEMENTARY EDUCATION.

1835. Barnes, Alexander J.. A survey of the elementary schools of the Breard-Olinda union high school district. Master's thesis, 1930. University of Southern California, Los Angeles.

1836. Belser, Danyfu. Conditions and practices influencing the elementary education of white children in the public schools of Alabama. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. Birmingham, Ala., Birmingham printing company [1930] 310 p.

The following conclusions were drawn from the study: Legal aspect of school support should be reconsidered; state and county superintendents should be appointed by competent boards and not elected by popular ballot; qualifications for county and city superintendents and for elementary school principals should be raised; elementary school principal should be made chief supervisory officer of his school; state should inaugurate complete system of permanent school records; future school building programs should be based upon surveys of factors influencing such programs; long term program of curriculum revision and construction is needed; classification and promotion of pupils should be made on basis of physical, mental and social educational development; state should establish minimum standards for approved elementary schools.

1837. Caswell, Hollis L. Program making in small elementary schools. Nashville, Tenn., George Peabody college for teachers, 1930. 77 p. (Field studies, no. 1)

"This study briefly summarizes the principles underlying program making in elementary schools and brings together and evaluates the several devices employed to reduce

the number of classes in small elementary schools. Its distinctive contribution, however, is the development of a reliable method of distributing equitably among the several school subjects and grades the total instruction time available, whatever that may be, in any school not having a full time teacher for each grade or grade instruction group."

1838. Charlton, Lucile. Elementary education as shown in progressive education magazines, 1924-1929. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 118 p. ms.

History of progressive movement, practices in private progressive schools, public school experimenting, problems, attempt at solution of problems, and scope of movement are studied. Findings: 1875-1919 produced isolated experiments; Progressive education association was organized in 1919; Progressive education magazine was first published in 1924; progressive private schools are using freer, more creative type of work without ultimate loss in essential fundamentals. A number of public schools are adapting the procedure effectively and cost need not be prohibitive. Educational leaders are demanding a science of education; some organization of worthwhile content; and a type of teacher training which will fit teachers to be guides of children who are actually solving problems. The association and some colleges are trying to meet these new issues. The movement is world-wide.

1839. Denver, Colo. Public schools. Department of research. Growth in membership since 1922-1923, elementary schools. [1930] 14 p. ms.

Analyzes membership figures by elementary school districts since 1922-1923 and also groups these districts into larger areas. Of 17 major grouped districts in the city, 13 have grown since 1922-1923, and four have lost. Two districts more than doubled in this time. Maps and charts are used to effectively show these conditions.

1840. Eagy, Clarence H. Holding power of the Oregon elementary schools. Master's thesis, 1929. University of Oregon, Eugene. 38 p. ms.

Relative holding power of nine types and sizes of organization, of certain types in different counties and total holding power of counties evaluated and ranked. Findings: The one-room, two-room and four-room schools show stronger holding power than other types in this study; systems having junior high schools show distinctly stronger holding power, etc.

1841. Fulghum, Susan. Standards for elementary schools of North Carolina. 1930. State department of public instruction, Raleigh, N. C.

1842. Greene, Charles E. Amount of time spent in elementary schools in Denver and Kansas City. 1930. Public schools, Denver, Colo. 5 p. ms.

Findings: Kansas City pupils finish elementary school earlier than do Denver pupils with achievement about equal.

1843. Indiana university, Bloomington. Conference on elementary supervision. [Report of] seventh annual conference. 1930, 102 p. (Indiana university, School of education, Bulletin, vol. 6, no. 6, July 1930)

Contents: 1. An experiment with a free reading hour, by Mrs. Caroline M. Wildrick, p. 5-20; 2. Measurement and the curriculum, by Wendell W. Wright, p. 28-46; 3. Knowledge of arithmetic possessed by young children, by Clifford Woody, p. 50-71; 4. Inventory test in arithmetic to be given to pupils at the time when formal instruction in arithmetic is begun, a proposed investigation, p. 71-86.

1844. Minnesota. State department of education. Standards for ungraded elementary schools. St. Paul, 1929. 31 p.

1845. Morrison, J. Cayce. Cardinal objectives of elementary schools. Albany, N. Y., State department of education, 1929. 188 p.

An analysis of the recorded statements from hundreds of teachers of the specific objectives they are attempting to attain in their respective classrooms.

1846. Mort, Paul E. and Hilleboe, Guy L. A rating scale for elementary school organization. New York city, Teachers college, Columbia university, 1930. 47 p.

In this rating scale an attempt has been made to obtain some measure of every aspect of the demands made upon elementary school organization. The standards in the scale were evolved from a vast amount of discussion of the demands made by the literature

bearing on elementary schools. A group of 50 advanced students in school administration examined the whole range of the literature. The standards and measures resulting from their work were used in the Perth Amboy, N. J., survey.

1847. **New York council of superintendents. Committee on elementary education.** Cardinal objectives in elementary education with a series of reports by classroom teachers illustrating ways and means of attaining these objectives. Albany, University of the State of New York, 1929. 188 p.

1848. **North Carolina. State department of public instruction.** Proceedings of the fifth annual North Carolina conference on elementary education. Called jointly by the State superintendent of public instruction and the director of the University summer school. Ed. by M. C. S. Noble, Jr. Chapel Hill, N. C., July 11-12, 1929. Raleigh, N. C. 62 p. (Educational publication no. 146, Division of information and statistics, no. 3)

1849. **Preston, Edna B.** An experiment in education. Master's thesis, 1929. Teachers college, Columbia university, New York, N. Y. 13 p. ms.

1850. **Sirkin, M.** The relation between intelligence, age and home environment of elementary school pupils. *School and society*, 30:304-08, August 31, 1929.

The relationship between social status and intelligence, as measured by tests, was studied in children attending the same elementary school grades. In order to determine the relationship between social status and the intelligence score the correlation ratios have been computed for each of the three grades separately. All social levels showed an rise of the average score, which has to be attributed almost completely to natural development and not acquaintance with the tests during the first examination. The correlation between score and social status as well as that between score and age does not diminish over a period of 14 months.

1851. **Thomas, Mattie Elizabeth.** South Carolina elementary school manual for primary and intermediate grades. Master's thesis, 1930. University of South Carolina, Columbia.

1852. **Titus, Robert Chadwick.** The administration of boys' activities in the elementary schools of the city of Alameda. Master's thesis, 1930. Stanford university, Stanford University, Calif.

1853. **Wang, Thom Tong.** Some significant movements of recent American elementary school education. Master's thesis, 1930. Stanford university, Stanford University, Calif.

See also 10, 182-183, 193, 202, 241, 264, 286, 305, 330, 336, 343, 389, 651, 670, 675, 695-696, 720, 1867, 2107, 2129, 2208, 2214, 2228, 2231, 2318, 2602, 2608, 2638, 2645, 2735, 2739, 2742, 2746, 2806, 2823, 2825, 2834, 2845, 2848, 2850-2851, 2861, 3254, 3256, 3266, 3274, 3284, 3314, 3320, 3334, 3344, 3384, 3409, 3445, 3468, 3477, 3505, 3541, 3568, 3599, 3611, 3717, 3730, 3747, 3754, 3789, 3804, 4047, 4105, 4135, 4297, 4349, 4415, 4419, 4533, 4578, 4587, 4591, 4597, 4611, 4649; and under School management; Special subjects of curriculum.

## SECONDARY EDUCATION

1854. **Aten, Harold D.** Lesson assignments of teachers in the Oakland senior high schools, 1930. Public schools, Oakland, Calif. 74 p. ms.

1855. **Benton, Lloyd B.** A survey of graduates of a small city high school. Master's thesis [1930] New York state college for teachers, Albany.

A survey of scholastic and employment records of graduates of the Plattsburg high school.

1856. **Boe, G. G.** The relations between size of school attended and scholastic success in college. Master's thesis, 1930. University of Illinois, Urbana. 67 p. ms.

In this study no significant relationship was discovered.

1857. **Bolton, Frederick E.** The secondary school from the standpoint of adolescence. 1930. University of Washington, Seattle.

1858. **Boogher, E. W. G.** Secondary education in Georgia. Doctor's thesis, 1930. University of Pennsylvania, Philadelphia.

1859. **Bromley, Harriet L.** The selective tendency in public secondary education as exemplified in the University high school. Master's thesis, 1929. University of California, Berkeley. 104 p. ms.

A study of the character of the student population drawn to the University high school, using as factors, the occupation of the father, nationality, residence, elimination from school, etc. There is much evidence that the student population is a highly selected group.

1860. **Brown, Thomas R.** Organization and supervision of the high school student body budget. Master's thesis, 1930. University of Southern California, Los Angeles. ms.

1861. **Buck, Thomas Marion.** The extent to which the program of studies in Ohio high schools of medium size—300 to 500 pupils—is limited by the preparation of the teaching staff. Master's thesis, 1929. Ohio state university, Columbus. 125 p. ms.

1862. **Buhlman, Harold L.** The holding power of Oregon high schools. Master's thesis, 1930. University of Oregon, Eugene. 53 p. ms.

From a study of entire state by counties, and sections, of such data as per cent of total enrollment that was in high school for years 1922-23 and 1928-29; per cent, boys; per cent, girls; per cent of the 8th grade in the 9th grade, etc.; for entire period, it was found that holding power of high schools increased from 1922-23 to 1928-29, inclusive.

1863. **Bursch, Charles.** Analysis of the teaching process in high school. Doctor's thesis, 1930. Stanford university, Stanford University, Calif. 150 p. ms.

Includes collection of data on the stimulus-response in high school classes in history and English; a time distribution of activities; equipment and apparatus used, etc.

1864. **Candee, Beatrice.** Four objective criteria in the selection of children for high school scholarships. *School and society*, 31: 408-410, March 22, 1930.

One hundred and seventy-seven cases of applicants for high school scholarships in New York City, including all applicants tested between September 1, 1928, and June 30, 1929, upon whom a definite decision had been reached, were studied. The probability of acceptance was considered in relation to the child's standing in IQ, reading achievement, arithmetic achievement and acceleration in school progress. The total probability of acceptance of children referred for scholarship last year was 37 out of 100.

1865. **Carrothers, George E.** Annual report of division of university inspection of high schools. 1930. University of Michigan, Ann Arbor. 80 p.

A study of enrollments in high schools of different types; enrollments in courses; number of new and old teachers; salaries; tax rates, etc. Findings: Boys are gaining on girls in enrollments; Spanish is losing out; German is coming into high schools; accrediting is reaching even the very small schools, etc.

1866. **Cary, Miles E.** A vitalized curriculum for McKinley (Honolulu) high school. Master's thesis, 1930. University of Hawaii, Honolulu. 350 p. ms.

Suggested curriculum based on the principles underlying the "Activity" program and suited to interests, needs and abilities of students.

1867. **Clein, Orrie M. and Roberts, Horace M.** Comparative tenth year progress of elementary school pupils and junior high school pupils. *Journal of educational research*, 21: 288-96, April 1930.

One thousand pupils in the Central high school of Syracuse, N. Y., who came from elementary schools and junior high schools were studied. The elementary school pupils had little higher IQ's and were a little more successful in academic work.

1868. **Cody, Helen Frances.** Shifting emphases in our American secondary education. Master's thesis, 1930. Boston university, Boston, Mass. ms.

1869. Collins, M. Earle. A survey of the instructional needs in small Ohio high schools and an instructional program on the tutorial plan. Master's thesis, 1930. Ohio State university, Columbus. 110 p. ms. (*In part in Educational research bulletin, 9: 233-39, April 30, 1930.*)

Findings: Forty-two counties were in need of tutorial plan, thirty might use it in two or three subjects, sixteen had no need for the plan according to present data.

1870. Combs, A. B. Distribution of enrollment by size of school in white public high schools, 1928-1929 and 1929-1930. State department of public instruction, Raleigh, N. C. (Published as Table P in Part IV of the Biennial report of the North Carolina State department of public instruction, 1929-1930.)

Shows the tendency to eliminate the one and two teacher high schools.

1871. Cook, William A. A comparative study of standardizing agencies. North central association quarterly, 4: 377-455, December 1929.

1872. Coulbourn, John. Home study program for senior high schools. Baltimore, Md. Public schools, 1930. 24 p.

1873. Coxe, Warren W. How pupils would make over the high schools. New York State education, 17: 786-89, May 1930.

Data were secured from questionnaires. The study emphasizes the need for varied high school offerings and greater flexibility of administration.

1874. Curran, Clay C. Administrative survey of the high school at Lead, South Dakota. Master's thesis, 1930. University of Chicago, Chicago, Ill.

This study investigated the social status of the community, the teaching staff, pupil achievement, extracurricular activities, course of study and pupil accounting.

1875. Davis, Calvin O. Changes in standards for accrediting secondary schools, made by the North central association of colleges and secondary schools during 27 years. North central association quarterly, 4: 327-34, December 1929.

Study made upon analyses of forms used by administrative officers and a perusal of official reports.

1876. ———. The six-year high school plan—arguments pro and con. Nation's schools, 4: 29-36, December 1929.

In order to determine whether it is better to separate the six upper grades into the junior and senior high schools, or to consolidate them into one undivided unit, a questionnaire was sent to 150 schools reported as organized on a five-year or six-year basis, and to 25 individual educators. One hundred replies were received. Data indicate that the six-year high school is best suited to the needs of the small school in sparsely settled districts but that in the larger cities and towns the differentiated junior and senior high schools are to be recommended.

1877. Davis, Thomas Royal. The prognostic value of certain tests for predicting the success of high school freshmen. Master's thesis, 1930. University of Chicago, Chicago, Ill.

The study used the Otis self-administering test of mental ability and the Stanford achievement test as predictors and the Pressey English test, the Douglas algebra test, and the Ruch-Popenoe general science test as criteria of success. Correlations were computed.

1878. Dorsey, George Prentiss. The small high school in Mississippi. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 65 p. ms.

Forty small high schools were compared with a sampling of Southern association schools. Findings: The larger schools are more economically administered, more efficient and offer a wider range of selection.

1879. Elliott, Raymond Morgan. The relative influences of chronological age and mental age upon the achievement of high school boys and girls. Master's thesis, 1930. University of Southern California, Los Angeles. 240 p. ms. (Abstract in N. E. A. Department of secondary school principals. Bulletin 34: 49-50, January 1931).

The purpose of this study was to discover the amount of chronological and mental acceleration and retardation existing in a representative California high school, and

determine the relative influences of age and mentality upon high school achievement. This is a study of 466 students of the Huntington Beach union high school, as to their chronological age, mental age, and school achievement.

1880. Eversull, F. L. and Osborn, L. G. Quarterly report of East St. Louis, Ill., high school. June 1930. Senior high school, East St. Louis, Ill. 35 p. ms. Secondary school survey.

1881. Ezell, Boyce Fowler. The development of secondary education in Florida. Doctor's thesis, 1930. University of South Carolina, Columbia.

1882. Frankhauser, Henry A. Methods of accrediting high schools. Master's thesis, 1929. Ohio State university, Columbus. 200 p. ms.

The study aims to show the ways in which high schools are accredited by the different accrediting agencies in the various states. Conclusions: There is need for more personal work in inspecting high schools; the work would be more effectively done if vested in the state universities either individually or cooperatively with state departments of education.

1883. Feinberg, Joseph M. Tendencies of high-school seniors as surveyed in the Roselle high school, Roselle, N. J. Master's thesis, 1930. Rutgers university, New Brunswick, N. J.

1884. Fosness, Absalom. The supervision of high-school pupils during non-school hours. Master's thesis, 1929. University of Minnesota, Minneapolis.

1885. Franklin, Emma H. A study of the equipment of the high school as shown by the examination of one hundred first year normal school students. Master's thesis, 1930. New York university, New York, N. Y.

1886. Frutchey, Fred P. Some factors in determining high school success. Master's thesis, 1930. Colorado State teachers college, Greeley. 73 p.

1887. Gerberich, Joseph Raymond. A personnel study of 10,000 Iowa high-school seniors. Doctor's thesis, 1930. University of Iowa, Iowa City. Iowa City, The University, 1930. 112 p. (University of Iowa studies, new ser. no. 177. April 15, 1930. Studies in education, vol. 5, no. 3).

Bibliography: p. 104-112.

A study with the same title by J. R. Gerberich and G. D. Stoddard was published in *School and society*, 30: 515-20, October 12, 1929.

An average of more than 1,700 high-school seniors have been tested annually on the batteries of mental and educational tests, in order: (1) to determine the selection occurring between high school graduation and college, and further during college attendance; (2) to discover the superior or gifted pupils as a basis for guidance programs designed to give them the best possible opportunities for advancement; and (3) to determine the prognostic power of the test batteries for prediction of first semester scholastic success in college. The results of the study indicate that probability tables of college scholastic success founded upon high school testing may approach closely the prognostic power of college entrance examinations.

1888. Getz, Ralph H. Items that should be included in an ideal high-school manual. Master's thesis, 1930. Ohio State university, Columbus. 250 p. ms.

A study to determine what educators think should be included in an ideal state high school manual of administration and organization. Findings: Manual should contain: (1) Aims of secondary education; (2) survey of state high schools; (3) definitions of terms used; (4) state requirements of various phases of administration and organization; (5) qualifications of staff; (6) college entrance requirements; (7) discussion of guidance, programs, etc. Study consists of 363 items grouped under 37 headings and list of items considered absolutely essential.

1889. Gilbert, Lee Eyster. The high school department head. Master's thesis, 1930. George Washington university, Washington, D. C. 98 p. ms.

Status, training, functions and activities of the department head treated statistically in respect to the four types of high school—junior, junior-senior, three year, and four year. This is followed by a comparative study.

1890. **Gilkey, Royal.** The relation of success in certain subjects in high school to success in the same subjects in college. *School review*, 37: 576-88. October 1929.

The investigation is based on a study of the high school and college records of students who were graduated in 1921, 1922, and 1923 from the New York State college for teachers. The only students considered were those who had done their high school work under the supervision of the Regents' system of New York and whose high school marks were obtained in Regents' examinations. The studies were classified in six groups, and college courses were similarly grouped. The highest correlation is for English; next is that for ancient languages, then mathematics, social sciences, and modern foreign languages. The study indicates that there should be a better adjustment between college preparatory courses and college courses.

1891. **Gould, Silas E. and Davis, Robert A.** Some reasons why high-school pupils choose certain subjects. *School review*, 37: 602-14. October 1929.

The reasons for the selection of certain subjects by 1,500 high-school pupils in the sophomore, junior, and senior years in three large high-school systems in Colorado were studied. The most important reasons given for choosing certain subjects are: as an aid in making a living; because of advice from parents, friends, or schoolmates; belief that they can make a good grade in the subject; because of advice of someone connected with the school system; because of the reputation or standing of the subject. Data indicate the pupils exercise judgment in giving reasons for their choices.

1892. **Green, Nell V.** A study of the standing in high school of a group of pupils who entered with four credits from the SA grade of Indianapolis schools. Master's thesis, 1930. Indiana university, Bloomington. 63 p. ms.

1893. **Greene, Charles E.** Telephone service in high schools. 1930. Public schools, Denver, Colo. 65 p. ms.

A study of the phone service on the local school exchange and through a questionnaire the phone situation in other cities. Findings: A certain standardization seems desirable both economically and for efficiency.

1894. **Hammack, David William.** Subject distribution and comparative cost in fourth-class city high schools. Master's thesis, 1930. University of Kentucky, Lexington. 62 p. ms.

1895. **Hanlin, John Paul.** Status of the private secondary schools of Alabama. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 78 p. ms.

1896. **Harris, Leo A.** A comparison of fraternity and nonfraternity students of a California high school. Master's thesis, 1930. Stanford university, Stanford University, Calif. 125 p. ms.

Comparison of scholastic, disciplinary, moral, athletic and extracurricular activities of fraternity and nonfraternity students of a California high school.

1897. **Harvey, Carl Oliver.** A survey of the Brea-Olinda union high school. Master's thesis, 1930. University of Southern California, Los Angeles. ms.

1898. **Hendrix, S. Gertrude.** Teaching degrees on the high school level. Master's thesis, 1930. University of Illinois, Urbana. 200 p. ms. Urbana University of Illinois, 1931. 42 p. (Bulletin, vol. 28, no. 42).

A collection of special devices reported as being effective by high-school teachers.

1899. **Hereford, E. H.** Mobility of the Texas high school population. 1930. Southwestern university, Georgetown, Texas.

A questionnaire was sent to all the affiliated high schools of the State. It involved more than 105,000 students. Findings: 90 per cent in each grade have not been to more than two high schools. Some have been to more than five high schools.

1900. **Heugermann, Mary Louise.** The achievements of students receiving scholarships from the Nebraska association of church colleges during the years 1926 and 1927. Master's thesis, 1929. University of Nebraska, Lincoln. 46 p. ms.

Records of 780 "honor" students were examined. Only about one-third have apparently gone on to college. Many students given scholarships did not have high grades

a basis for the "honor." In general, honor students from high schools of large numbers did better in college than those from small high schools. Most honor students succeeded in college.

\* 1901. Hill, Henry H. State high school standardization. Doctor's thesis, 1929. Teachers' college, Columbia university, New York, N. Y. 140 p. ms. Lexington, University of Kentucky, 1930. 96 p. (Bulletin of the Bureau of school service, University of Kentucky, vol. II, no. 3, March 1930.)

A critical evaluation of present State high school standardization, especially in North Carolina high school reorganization plan, with suggested principles for high school standardization. In North Carolina the plan is in a large manner successful. Too many present high school standards are out of date.

1902. Hollis, E. V. Extending the high school pupil's range of general information. Nation's schools, 5: 42-44, June 1930.

This article reports a sample of the general information of entering college freshmen at the State teachers college, Morehead, Ky., as revealed by the general information sections of the Army alpha intelligence test and the Thorndike intelligence examination. The Army alpha test was given to 638 entering freshmen; the Thorndike intelligence examination was given to 242 freshmen. Data indicate that teachers should provide class exercises that require the broadening of pupils' information.

1903. Houchell, Paul. The high school pupils of a Kentucky mountain county. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 157 p. ms.

1904. Humphreys, Thomas Roland. A study of the relationships between the size of Oregon secondary schools and ability of their graduates entering University of Oregon. Master's thesis, 1929. University of Oregon, Eugene. 130 p. ms.

A study of 1,293 students entering University of Oregon fall, 1926-1927 and 1927-1928 who were graduates of Oregon secondary schools.

1905. Idaho. State board of education. Second annual high school inspector's report, 1929-1930. Boise, Department of education, 1930. 28 p. (Idaho bulletin of education, vol. 16, no. 2, January 1930)

Gives information concerning enrollment, teacher turnover, teacher load, teacher experience and salaries, equipment, library books, educational costs, etc.

1906. Inman, Gideon Waldo. Some factors affecting the choice of and success in high-school subjects. Master's thesis, 1930. University of Colorado, Boulder. University of Colorado studies, 18: 79, December 1930. (Abstract.)

The purpose of this investigation has been: to compare achievement in elective subjects with achievement in required subjects in relation to educational expectancy, vocational interests, and amount and character of activities; to show to what extent success in elective subjects has been influenced by certain reasons for choosing them; and to point out the implications of the above factors with respect to guidance of high school pupils. Data were obtained by means of questionnaires to pupils and transcripts of official marks. There were 1,104 cases included in the study consisting of 526 boys and 578 girls.

1907. Jessen, Carl A. Secondary education. Washington, United States Government printing office, 1929. 19 p. (U. S. Bureau of education. Bulletin, 1929, no. 22)

Advance sheets from the Biennial survey of education in the United States, 1926-1928.

1908. Johnson, F. E. Personnel study of the student body in the private secondary schools of Minnesota. Master's thesis, 1930. University of Minnesota, Minneapolis.

1909. Johnson, W. Ray. The relation between general intelligence, choice of, and success in high school subjects. Master's thesis, 1929. University of Colorado, Boulder. 154 p. ms.

1,264 cases in 8 large school systems of Colorado were studied and IQ's and term grades correlated (weighted marks). Findings: Marks and intelligence show that the intelligence test alone can not be used for satisfactory basis of guidance.

1910. Joy, Herman Charles. Educational values in the administration of the high school student body finances. Master's thesis, 1930. University of Southern California, Los Angeles. ms.

1911. Keho, Clifford H. Subject matter and activities that should be included in the small high school program as indicated by the graduates of three Page county high schools. Master's thesis, 1929. Iowa State college, Ames. 73 p. ms.

1912. Knight, James and Manuel, H. T. Age of school entrance and subsequent school record. *School and society*, 32: 24-26, July 5, 1930.

A comparison is made in this article of the school success and progress of a group of 62 high-school graduates who entered school at six years of age and a corresponding group of 41 who entered at seven. Data were secured from the records of all the June and August, 1929, graduates of Waco high school. Data indicate that those students who entered the first grade at six did as well as, or a little better than, those who entered later.

1913. Koch, Harlan C. Is the department headship in secondary schools a professional myth? *School review*, 38: 336-49, May 1930.

The functions of the headship as reported by heads of departments themselves, may be divided into two major categories, administrative and supervisory, although there is some overlapping in these divisions. 910 department heads in 171 high schools in 114 cities reported the extent of their functions in seven fields. They participate most freely in changing the curriculum and in selecting textbooks. Findings: There is apparently little agreement among school administrators as to what the functions of department heads should be. No generally accepted criteria of selection of individuals for the position are operative. The prerogatives of heads of departments are severely limited.

1914. ——— Some aspects of the department headship in secondary schools. *School review*, 38: 263-75, April 1930.

Data secured from superintendents, principals and department heads, representing 171 high schools in 114 cities in 31 states indicate that there is a wide range in the qualifications required for the position. 26.8 per cent of all teachers appointed to department headships had taught from six to ten years. There is a wide gap between the headship and adequate preparation for it, especially in the major fields. Many heads of departments indicated that they had taken education as a graduate major or minor subject, showing that they are professionally alive to the professional requirements of the position of the head of a department.

1915. Kyle, Z. T. The effect of reorganization of secondary education in Virginia. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 80 p. ms.

A study of subject combinations, teaching combinations, blanket certificates, etc.

1916. Layle, John K. A suggestion for the reorganization of the secondary school systems of Allen county, Kans. Master's thesis, 1929. University of Kansas, Lawrence.

1917. Lee, Olin Pierce. A study of the intellectual interests of senior high school pupils. Master's thesis, 1930. University of Chicago, Chicago, Ill.

1918. Leech, Don Raymond. An analytic study of the graduates of the Harvard, Nebr., high school. Master's thesis, 1930. University of Nebraska, Lincoln. *Educational research record* (University of Nebraska), 2: 127-39, February 1930. See also *School review*, 38: 222-26, 373-78, March, May 1930.

This study attempts to discover whether or not any relationship exists between high school records and success in life of graduates of the high school at Harvard, Nebr. Data were secured from records of the high school from 1888 to 1928, various other life records, graduates themselves and their friends.

1919. Loongis, A. K. Some results of the elective system in the high schools of Denver. *School review*, 37: 510-18, September 1929.

The units completed in grades 9-12 by 2,004 graduates in the classes of 1926 and 1927 were analyzed. It was found that a large number of different combinations of subject groups of two or more units were completed by the graduates. Denver high school graduates were compared with those of New York City as to the mean number of units com

pleted in the various subjects. Denver is lower in the mean number of units completed in foreign languages, and in social science and higher in home economics and industrial arts.

1920. **Lund, Leonard Charles.** Diploma practices in secondary schools. Master's thesis, 1930. University of Chicago, Chicago, Ill.

1921. **Lund, S. E. T.** The relation of the personal interview to scholastic success in a small high school. Master's thesis, 1930. University of Minnesota, Minneapolis.

1922. **Lundeen, Gerhard E. and Caldwell, Otis W.** A study of unfounded beliefs among high-school seniors. New York City. Teachers college. Columbia university, 1930.

The aim of the study was to find to what extent high school seniors of different localities have heard of, believe in, and are influenced by certain types of unfounded beliefs; also to secure a factual foundation to determine what undesirable ideas are most prevalent and influential. Data show that the agencies which influence people have not prevented belief in signs and superstition.

1923. **McGreal, Michael R.** An evaluation of two summer senior high schools of Newark, N. J. Master's thesis, 1929. New York university, New York, N. Y. 77 p. ms.

1924. **McNely, Earl J.** The township high school in Illinois in 1929. Master's thesis, 1930. University of Chicago, Chicago, Ill. 250 p. ms.

A study of the organization, location, and legal status; administration, equipment, finance, faculty, course of studies, and accrediting agencies. Conclusions: the four-year township high schools of Illinois are on a high plane of standardization and are organized to do efficient work.

1925. **MacNitt, Reginald D.** Introversion and extroversion in the high school and their relation to age, sex, academic success, and leadership. In Michigan schoolmasters' club. Journal, 1930. p. 238-41. (University of Michigan official publications, vol. 32, no. 8, July 26, 1930)

1926. **Monroe, George Walter.** Survey of the Owensmouth high school. Master's thesis, 1930. University of Southern California, Los Angeles. ms.

1927. **Morrison, Edward L.** An analytical survey of the two-teacher, four-year high school. Master's thesis, 1930. Oklahoma agricultural and mechanical college, Stillwater.

1928. **Mulhern, James.** Secondary education in Pennsylvania. Doctor's thesis, 1930. University of Pennsylvania, Philadelphia.

1929. **Nell, R. B.** Case-book in the technique of high-school instruction. November 1929. Hamline university, St. Paul, Minn. 72 p. ms. Minneapolis. Burgess-Roseberry Company, 1929.

Cases collected during 14 years' experience as a director of teacher training.

1930. **Nettels, C. H.** Los Angeles high-school graduates. Los Angeles educational research bulletin, 10: 8-10, February 1930.

Tabular presentation of high-school graduates. Table 1 shows school enrollment, graduates, per cent graduating; table 2 gives comparison of percentages of boy and girl graduates recommended for college—school year 1927-1928; table 3 lists educational institutions, Los Angeles high school graduates of 1927-1928 expect to attend.

1931. **New Hampshire.** State board of education. 1929-1930 secondary reports. 35 p. (Institute circular. Series 1930-1931, no. 148)

This circular is based upon the reports forwarded from the different secondary schools.

1932. **New Trier township high school, Winnetka, Ill.** Department of reference and research. A comparison of New Trier high school as a college preparatory school with other high schools. March 1930. 4 p. ms.

The data of this study deal with enrollments for the year 1927-1928, graduates of June 1928, and work at college of these graduates for the first semester of 1928-1929. New Trier stands much better than the average for all territory of the North Central association of colleges and secondary schools.

1933. **New Trier township high school, Winnetka, Ill.** Department of reference and research. Scholarship achievement of New Trier high school freshman groups classified according to the grammar schools from which they graduated. First and second semesters 1928-1929. April 1930. 8 p. ms.

1934. **Newenham, Raymond Lincoln.** The community high school in Illinois. Master's thesis, 1930. University of Chicago, Chicago, Ill. 170 p. ms.

A study of the development, organization, finance, teachers, plant and equipment, and course of study. Conclusions: Efficiency of community high schools in Illinois is comparable to efficiency of other secondary schools.

1935. **North Carolina.** State department of public instruction. High-school manual, including reorganization program. Raleigh, N. C., 1929. 86 p. (Educational publication no. 134, Division of school instruction no. 36)

1936. **North Dakota.** Department of public instruction. Twenty-second annual report of the inspector of high schools to the Superintendent of public instruction for the year ending June 30, 1929. Bismarck, N. Dak., 1929. 76 p.

Gives information concerning enrollment and attendance, high school growth, graduates continuing their education, size of classes, grade promotion and failures, teachers salaries, libraries, and expenditures.

1937. **Ohlson, Henry C.** Extent to which pupils in small high schools of West Virginia are being taught by teachers who have specialized in the subjects they are teaching. Master's thesis, 1930. Ohio State university, Columbus. 78 p. ms.

A study of the entire state of West Virginia to determine the proportion of pupils receiving instruction in the teachers major preparation in small high schools. Findings: Sixty-two and four-tenths per cent of the pupils in small high schools of West Virginia are receiving instruction in the major preparation of the teachers who are so teaching.

1938. **Orleans, Jacob S.** The improvement of prediction of junior and senior high school success. Bulletin of New York society for experimental study of education, October 1929. (Address: William Jansen, 500 Park Avenue, New York, N. Y.)

1939. **Osburn, W. J.** Description of the various fields of subject matter in secondary education upon which the Ohio state scholarship contest is to be based. 1930. Ohio state department of education, Columbus.

The study involved English, United States history, algebra, geometry, physics, chemistry, Latin, French, biology and national problems. Findings: The subjects of biology and national problems are much unsettled.

1940. **Otto, William A.** A survey of the Mountain View union high school district. Master's thesis, 1930. Stanford university, Stanford University, Calif.

The study covers the period from 1919 to 1929.

1941. **Perkins, Everett Valentine.** What recent graduates of Maine high schools think. Master's thesis, 1929. University of Vermont, Burlington. 83 p. ms.

A study to find out the opinions, standards and purposes of senior boys and girls in 71 Maine high schools and to adapt schools to their needs. Findings: Ideas and deals are sound; judgments and tastes, commendable; similarity of thought was found. School should change program so that there will be less rigidity in required subjects, more vocational guidance, and new courses dealing with civic problems.

1942. **Phelps, Amy Lincoln.** Methods of routine procedure for four-year high schools of 1,000 or more students. Master's thesis, 1930. University of Southern California, Los Angeles. ms.

1943. **Phillips, Carey William.** Comparison of State and Southern accredited high schools in Alabama. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 76 p. ms.

This study includes 39 high schools holding membership in the Southern association of colleges and secondary schools and 159 high schools accredited by the Association of Alabama colleges. The sampling includes 68 percent of the public high schools in Alabama. Findings: Significant differences are shown in favor of the Southern association high schools in 13 of the 18 items of which comparisons were made. No significant differences were shown in the other five items between the State and Southern accredited high schools.

1944. **Phillips, Frank M.** Statistics of private high schools and academies, 1927-1928. Washington, United States Government printing office, 1929. 61 p. U. S. Bureau of education. Bulletin, 1929, no. 19).

Advance sheets from the Biennial survey of education in the United States, 1926-1928.  
1945. ——— Statistics of public high schools, 1927-1928. Washington, United States Government printing office, 1929. 136 p. (U. S. Office of education. Bulletin, 1929, no. 35)

Advance sheets from the Biennial survey of education in the United States, 1926-1928.

1946. **Phinney, R. V.** The two-year high schools of Kansas, a survey. Master's thesis, 1930. University of Kansas, Lawrence.

1947. **Pickett, Lemen Easdale.** A follow-up study of drop-outs and graduates from Holton, Ind., high school as a basis for curriculum recommendations. Master's thesis, 1929. Indiana university, Bloomington. 89 p. ms.

1948. **Pittsburgh, Pa. Public schools.** Department of curriculum study and research. Leaders of high-school democracy. [1930.] (Printed)

1949. ——— What becomes of the graduates of the Pittsburgh public high schools? 1929-1930. 4 p. ms. (Special bulletin, no. 6).

Pittsburgh sends to advanced institutions of learning between 45 and 50 per cent of its high-school graduates—nearly one-half, and into the commercial world about one-third. Of the boys, fully one-half go to college, more than one-fifth directly into commerce or business, and nearly one-fourth into industrial work. Of the girls, about six-tenths go to college or into the business world, business getting just a few more than college.

1950. **Prochaska, C. J.** The high-school handbook. Master's thesis, 1930. University of Nebraska, Lincoln. 75 p. ms.

Investigation of policies governing publication of handbooks and contents of same. Findings: 153 nonduplicating topics were presented; in general there is enough value in the handbook to justify its continuance.

1951. **Ratliffe, O. E.** Comparison of C-grade and A-grade county high schools in Tennessee. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 127 p. ms.

This study includes in its scope only the C-grade and A-grade four-year county high schools in Tennessee for the year 1928-1929.

1952. **Rives, Sara.** A plan for the improvement of the secondary system of De Soto parish, Louisiana. Master's thesis, 1930. University of Cincinnati, Cincinnati, Ohio. 55 p. ms.

A study of the physical plants and equipment, extracurricular activities, teaching load, salary cost per pupil, curriculum and scholastic achievement of seven large high schools and seven smaller ones of De Soto parish. Conclusions: first, the seven larger schools showed a distinct advantage over the seven smaller schools on all points of evaluation except scholastic achievement. On that point there was a slight advantage for the larger schools. Second, by a rearrangement of the truck routes already in operation and the addition of three new trucks, there is possible a consolidation of six of the schools with five others that will without doubt increase the efficiency of the eliminated schools on five of the six points and, at the same time, give the parish a net saving of \$12,000.

1953. **Robbins, Elmer Calvin.** The need for reorganization of the secondary schools of Jackson county. Master's thesis, 1929. Indiana university, Bloomington. 138 p. ms.

1954. **Robinson, B. B.** Programs of a study possible for a three-teacher high school. 1930. Duke university, Durham, N. C.

An effort to show the various programs of study possible for a three-teacher high school with alternating courses and how such programs can be scheduled in a given school.

1955. **Romine, W. R.** An appraisal of courses of study for secondary schools. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 67 p. ms.

Nineteen fundamental publications on secondary school curriculum and ten city high-school courses of study were studied. Findings: (1) criteria were set up for appraising courses of study in secondary schools; (2) seven of the ten courses need scientific revision.

1956. **Ross, C. C.** How shall we predict high-school achievement? In Kentucky. University. Sixth annual educational conference. Proceedings, 1929. p. 33-47. (University of Kentucky. Bureau of school service. Bulletin, vol. 2, no. 2, December 1929).

From this study the author concludes that in the history of the individual, as in the history of the race, the only way to judge the future is by the past, and that at the present time the best measure of a pupil's past at the time he enters high school is his grade school record.

1957. **Rutledge, R. E.** Follow-up of high-school graduates, classes of June 1927, December 1927, June 1928, December 1928, June 1929, December 1929, June 1930. Public schools, Oakland, Calif. 15 p. ms.

1958. **Schaaf, Laurence J.** Certain phases of the relative educational efficiency of four-year high schools of 30, 60, 100, 150 and 200 pupils. Master's thesis, 1930. Ohio State university, Columbus. 73 p. ms.

Four-year high schools of Ohio with enrollments of between 15 and 225 pupils were studied. Findings: Educational efficiency, in general, increases with increase in enrollment.

1959. **Shannon, J. B.** The post-school careers of high-school leaders and high school scholars. School review, 37: 656-65, November 1929.

The classes of 1914-1919 of the Garfield high school, Terre Haute, Ind., were divided into three groups: leaders, scholars, and a random sampling of students who were in neither of the other groups; and their post-school careers were studied. The graduates who were leaders in pupil activities in high school made a better showing in most respects than those in the other groups. It seems that the scholars are the least successful in post-school life and that whatever it is that is necessary for high school success is not the factor that is needed for success in life.

1960. **Shinn, Eleanor.** A study of certain secondary schools of Delaware county. Master's thesis, 1930. University of Pennsylvania, Philadelphia. 30 p. ms.

This is an historical study of public and private schools of Media, both past and present and of the Swarthmore schools.

1961. **Smith, Henry Lester and Franzen, Carl G. E.** Cooperative studies in secondary education. Bloomington, Indiana university, 1930. 121 p. (School of education bulletin, vol. 6, no. 4)

Contents: 1. Criteria for determining the content of the public speaking course for secondary schools, by C. R. Parks, p. 7-16. 2. Better and simpler organization in schedule making, by F. H. Gillespie and others, p. 17-52. 3. Case studies, by Gertrude Thuemler, p. 53-64. 4. Relative value and position of subject matter in a two-year vocational course in electricity, by R. R. Stewart and F. R. Finehout, p. 65-79. 5. Study of the effect of definite written exercises upon learning in a course in American history, by Fred R. Gorman and DeWitt S. Morgan, p. 80-90. 6. Characteristics of the 150 senior honor roll graduates of the June 1927 graduating class at the Arsenal technical

schools, by Earl W. Ensinger, p. 91-106. 7. Study of transcript errors made by stenography pupils, by F. H. Gillespie, p. 107-109. 8. Use of précis, comprehension, and vocabulary tests to determine comprehension of a literary selection, by Margaret Burnside, p. 110-119.

1962. **Snowden, Herbert A.** A comparative study of secondary education in Ontario and Louisiana. Master's thesis, 1930. Tulane university, New Orleans, La. 60 p. ms.

Compares aims, methods, administration, courses, etc., in the two systems.

1963. **Soper, Wayne W.** Percentage of boys and girls in the secondary schools of New York State. *School and society*, 32: 135-40, July 26, 1930.

Data were secured from annual reports of the State education department. Boys registered now exceed girls but girls still are graduated in larger proportions.

1964. ——— and **Coxe, Warren W.** Trends in secondary education. New York, University of the State of New York, 1930. 51 p. (Bulletin, no. 961).

Statistics from annual reports of the University of the State of New York for a period of 15 years, analyzed according to the high school grade, boys and girls, high school subjects, and age.

1965. **Spoerl, Elmo E.** Experimental instruction in relation to the improvement of instruction in Metuchen high school. Master's thesis, 1930. New York university, New York, N. Y.

1966. **Stanley, Mark McKloskey.** The preparation for and administration of the opening of a senior high school each year. Master's thesis, 1930. University of Southern California, Los Angeles. 143 p. (Abstract in N. E. A. Department of secondary school principals bulletin no. 34: 21-24, January 1931)

The study undertakes to discover how the principal can best organize his school in order that pupil registration can be carried out most efficiently and classroom procedures begin as soon after the opening of school as possible. Data are based on responses to a questionnaire sent to all high schools in California with an enrollment of 500 or more, and to 60 large high schools outside of California. After a study of the procedures in use in the various high schools, two suggested organizations were outlined.

1967. **Staton, E. C.** The organization of high schools in Davie county, N. C. with proposals for reorganization. 1930. Duke university, Durham, N. C.

1968. **Stoddard, Neal H.** Predicting high school achievement from MA's, IQ's and teachers' marks. Master's thesis, 1930. University of Wisconsin, Madison.

1969. **Sullivan, Eugene James.** A critical study of the three-teacher, four-year high school of Pennsylvania. Master's thesis, 1929. Cornell university, Ithaca, N. Y. 75 p. ms.

A critical analysis of the organization, teaching staff, daily program, program of studies, requirements for graduation, etc., with recommendations for improvement of 94 high schools. Findings: These schools, because of limitations in all factors considered, do not meet modern demands of secondary education. They are simply college preparatory academies under the more modern term of high school.

1970. **Trabue, Marion Rex.** Abilities of first-year high school pupils in North Carolina. *High school journal*, 13: 10-13, January 1930.

1971. **Traner, Fred W.** The American concept of secondary education as revealed by an analysis of the laws of the several states. Doctor's thesis, 1930. University of California, Berkeley. 227 p. ms.

Findings: The American concept of secondary education as revealed by an analysis of the laws is: That in practically all of the states it embraces only the high school. This is the institution—4-year period—following the elementary school. It exists primarily for the education of those under 21 years who have had elementary training. It is not clearly distinguished by any of the states as to function. A large number of states define its purpose as an institution of higher education, for the preparation of teachers, especially for the rural schools.

1972. **Turner, Eloise Jane.** The effects of two years of high school on fundamental skills and knowledge. Master's thesis, 1930. Yale university, New Haven, Conn.

1973. **United States. Office of education.** Some features of the junior and senior high schools of Roanoke, Va. Report of a survey made by the United States Bureau of education. Roanoke, Va., Board of education, 1929. 51 p.

This survey was made by W. S. Deffenbaugh and Carl A. Jessen.

1974. **Walmsley, Zetta C. Underwood.** A study made of Yola county, Calif. high school graduates and non-graduates over the period 1923-1928. Master's thesis, 1930. University of Southern California, Los Angeles. ms.

1975. **Wilcox, Clarence B.** Private secondary education in the Association of colleges and secondary schools of the Southern States. Doctor's thesis, 1930. Johns Hopkins university, Baltimore, Md.

1976. **Wiley, George M.** Report on secondary education in the State of New York, for the school year ending June 31, 1929. Albany, N. Y., University of the State of New York, 1930. 69 p.

1977. **Woofter, J. A.** Status of the six-year high school in West Virginia. Master's thesis, 1929. University of Virginia, Charlottesville.

A study of the buildings, equipment, teachers, and program of studies of the six year high schools of West Virginia. Suggests ways in which the high schools of the State can better meet the need of its high school population.

1978. **Young, Arthur B.** The effectiveness of various high-school textbooks in teaching fundamentals as measured by results on the Iowa academic tests. Master's thesis, 1930. University of Iowa, Iowa City. 44 p. ms.

See also 7, 23, 34, 36, 47, 52-53, 152, 159, 161, 165, 180, 184-186, 213, 253, 265, 267-268, 270, 272, 274, 278, 282, 304, 328, 331, 333, 338, 341, 345-346, 367, 531, 569, 581, 615, 645-647, 654, 661, 663, 677, 680-681, 684, 690, 693-694, 704, 720, 2183-2185, 2196, 2200, 2210-2211, 2223-2224, 2230-2231, 2254, 2261-2262, 2267, 2273, 2279, 2287-2288, 2300, 2321, 2339-2340, 2342-2343, 2346-2347, 2349, 2351-2354, 2360, 2368, 2370, 2380, 2413-2414, 2446, 2449, 2451, 2475, 2495, 2597, 2518, 2541, 2544, 2627, 2645, 2665, 2716, 2735, 2742, 2744-2745, 2749, 2752, 2759, 2765, 2768, 2779, 2787, 2811, 2815, 2817-2819, 2824, 2871, 2879, 2887, 2889, 2911-2912, 2915-2916, 2918, 2922, 2924-2925, 2931, 2939, 2942, 2950-2951, 2953, 2955, 2962, 2967, 2969, 2974, 2979, 2981, 2983, 2988, 2990-2991, 3007, 3015, 3016, 3022, 3027, 3078, 3083, 3086-3087, 3090, 3095, 3102-3103, 3107-3108, 3111, 3113-3114, 3121, 3123, 3127, 3138, 3145, 3150, 3152-3154, 3157-3158, 3173-3174, 3184-3185, 3187, 3196, 3198, 3211-3212, 3218, 3229, 3232-3233, 3237, 3242, 3251, 3258, 3275, 3288, 3295, 3307-3308, 3310, 3318, 3321, 3330, 3338, 3350, 3353, 3368, 3373-3374, 3420, 3431, 3456, 3463, 3474, 3483-3484, 3488, 3563, 3570, 3576, 3582, 3594, 3597, 3600, 3610-3611, 3616, 3629, 3632, 3644, 3646, 3650, 3681, 3683, 3690, 3712, 3731, 3756, 3762, 3789, 3793, 3829, 3831, 3844, 3848, 3863, 4289, 4300-4301, 4303, 4308, 4310, 4369, 4375, 4381, 4388, 4393, 4398, 4412, 4440, 4458, 4473, 4486, 4503, 4579-4581, 4589, 4602, 4612-4613, 4620, 4624, 4627-4629, 4645, 4650-4651; and under Agricultural education; Athletics; Commercial education; Education of women; Educational and vocational guidance; Extracurricular activities; Home economics; Manual and vocational training; School principals; Special subjects of curriculum; Teacher training.

#### JUNIOR HIGH SCHOOLS

1979. **Aldrich B. McCall** (City superintendent of schools, Chino, Calif.). The organization and support of junior high schools in the United States. 1930. 4 p.

Gives information received from a questionnaire sent to state departments of education in March 1930.

1980. **Bergman, Frank Virgil.** The junior high schools of Kansas. Master's thesis, 1929. University of Colorado, Boulder. 45 p. ms.

Study of 75 junior high schools of Kansas for development and present status of work. Findings: Increased opportunities for students, individual development, physically and mentally.

1981 **Beutler, A. Louise.** A study of the subject matter and equipment needs of a city junior high school community. Master's thesis [1930]. New York state college for teachers, Albany.

1982. **Coulbourn, John.** Home-study program for junior high schools. 1930. Department of education, Baltimore, Md. 8 p. ms.

1983. **Dugdale, Lee Allsop.** A study of the relation between certain physical and mental traits of junior high school students. Master's thesis, 1930. University of Denver, Denver, Colo. 44 p. ms.

One hundred and ninety-four cases of typical American children from an urban community, pupils of a junior high school, were tested during the second semester, 1928-1929.

1984. **Englund, William.** A study of certain interests of seventh-grade junior high school pupils of Kansas City Mo. Master's thesis, 1930. University of Kansas, Lawrence.

1985. **Flemming, Cecile White (Summit, N. J.)** A survey of pupil quality and instruction in the junior high school, Kent Place school for girls, Summit, N. J. 1930. 21 p. ms.

1986. **Fockler, Edmond R.** The small rural junior high school in Hawaii. Master's thesis, 1930. University of Hawaii, Honolulu. 90 p. ms.

Evaluation of small rural junior high schools in Hawaii in light of accepted best practice and principles—organization, functions, status, difficulties, limitations and possibilities. Findings: Hawaiian rural junior high schools are up to the standard accepted for mainland junior high schools.

1987. **Hoover, Evie G.** The orientation of L7 grade entrants in large junior high schools of the East Bay district. Master's thesis, 1930. University of California, Berkeley. 73 p. ms.

Describes the plans and procedures now in use in the orientation of L7 grade entrants in large junior high schools of the East Bay district.

1988. **Hunnicut, William C.** The rise of the junior high school movement in Ohio. Master's thesis, 1930. Ohio State university, Columbus. 93 p. ms.

1989. **Leonard, J. Paul.** An instructional survey of grades 6, 7 and 8 of Hopewell, Va. 1930. College of William and Mary, Williamsburg, Va. 110 p. ms.

A study at the junior high school level—grades 6, 7, 8—in the following subjects: reading, English language, punctuation and capitalization, mathematical reasoning and calculation ability, English composition (rating scales for content), spelling, word knowledge, and intelligence test.

1990. **Lusk, Alice F.** A study in the possibilities of a no-home-study program in junior high school. Los Angeles educational research bulletin, 9: 2-9, June 1930.

The study covered a period of time ranging from five to ten weeks, in three schools. Questionnaires on pupil load were sent to 18 groups of pupils of about 30 each, a group from each level in each grade; questionnaires were sent to teachers covering: note book, reports (oral and written); study habits; character habits; assignments; division of the fifty-five minutes; pupil reaction; teacher reaction; obstacles; general observations, findings; recommendations on the no-home-study program. Recommendations were favorable considering the length of time covered by the study.

1991. **Lyman, R. L.** The junior schools of San Antonio, Texas. School review, 38: 414-29, June 1930.

The junior high schools of San Antonio were studied as to: integration; normalization; individualization; exploration; and socialization. They were inaugurated in 1923 when the entire school system was reorganized on the 5-3-3 basis. No one of the functions of

the schools is definitely segregated from the others; no one of them is exclusively carried out by any single school procedure. The essence of the junior high school lies not in administrative devices but rather in a radically new conception of the curriculum as a series of carefully directed pupil experiences in fields of subject matter closely related to the needs of boys and girls in their daily lives.

1992. **McConnell, William W.** The junior high school movement in Kansas. Master's thesis, 1929. University of Kansas, Lawrence. University of Kansas bulletin of education, 2: 27-30, April 1930. (Abstract)

1993. **Mathews, C. O.** Progress in junior high school education 1929-1930. Ohio Wesleyan university, Delaware.

Progress for the year is summarized from a study of representative articles and books published during the period.

1994. **Mills, Samuel E.** Features of the junior high school found in the smaller schools of Nebraska. Educational research record (University of Nebraska), 2: 145-52, April 1930.

A study was made of three groups of schools in Nebraska, employing from 8 to 25 teachers to learn the plan of organization, home rooms and study halls, departmentalization, electives, methods of promotion, provision for individual differences, vocational and educational guidance, supervised study, and socialized recitation employed. Practically all features of the junior high school are feasible for the schools of all three groups studied.

1995. **Morgan, W. E.** Present legal status of the junior high school in California. In Proctor and Ricciardi, Junior high school. Stanford University. Calif., Stanford university press, 1930. p. 267-71. (Division of research and statistics, California state department of education.).

1996. **Murphy, F. W.** The junior high school with special reference to Mississippi. Master's thesis, 1930. University of Illinois, Urbana. 120 p. ms.

1997. **O'Shea, Sister Mary James.** A comparative study of inferior and superior pupils on the junior high school level. Master's thesis, 1930. Loyola university, Chicago, Ill. 108 p. ms.

1998. **Rath, H. N.** Student hand-books for junior high schools. 1930. Duke university, Durham, N. C.

An analysis of student hand-books used in junior high schools with the special project of developing an effective hand-book for the junior high schools of Miami, Fla.; shows relation of the hand-book to student morals.

1999. **Smith, Charles Currien.** The junior high school in Alabama. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 120 p. ms.

The extent to which junior high schools in Alabama are measuring up to standards set up for the junior high school by representative leaders in the movement. A sampling of 25 Alabama junior high schools was used. Findings: Tradition has greatly influenced the organization and content of the junior high school in Alabama. As a general conclusion, the junior high school in Alabama is a junior high school in name only.

2000. **Smull, Earl.** A survey of Mauch Chunk Township junior high school. Master's thesis, 1929. University of Pennsylvania, Philadelphia. 61 p. ms.

2001. **Smyth, Alice K.** Relationship of scores obtained by junior high-school pupils in the Rogers physical fitness tests to their mental ability and achievement. Master's thesis [1930] New York state college for teachers, Albany.

2002. **Srygley, Theodore Quarles.** Broadening and finding ratings in junior high schools. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 38 p. ms.

2003. **Steuber, Hubert de Tinsley.** A survey of 358 seventh and eighth grade pupils in junior high school. Master's thesis, 1929. University of Kansas, Lawrence.

2004. **Stingley, C. L.** Curriculum practices in 95 junior high schools in Ohio. High school teacher, 6: 114-16. March 1930.

This report covers time-allotments by departments, constants and variables, types of programs of study; pupil guidance, etc.

2005. **Swenson, L. O.** Status of the junior high school in Washington. 1929. State department of education, Olympia, Wash. 3 p. ms.

This study covers a statistical report for the year, training and experience of teachers, housing, outline courses of study, required and elective subjects in the different grades, and student activities.

2006. **Wood, John W.** Constructive discipline in the junior high school. Master's thesis, 1930. Rutgers university, New Brunswick, N. J.

2007. **Wright, Owen.** School awards in the junior high schools. Master's thesis, 1930. University of Iowa, Iowa City. 247 p. ms.

See also 171, 245, 274, 314, 321, 324, 334, 337, 342, 344, 353, 436, 506, 630, 858, 906, 926, 948, 979, 1010, 1015, 1035, 1038, 1048, 1049, 1065, 1076-1078, 1095, 1111, 1114, 1137, 1179-1180, 1187, 1228, 1232, 1242, 1267, 1274, 1327, 1369-1370, 1385, 1387, 1536, 1538, 1545, 1558-1559, 1582, 1597, 1603, 1644, 1654, 1867, 1973, 2355, 2357, 2433, 2753, 2783, 2824, 2841, 2888, 2908, 2924-2925, 2928, 3057, 3059, 3083, 3070, 3082, 3104, 3118, 3122, 3124, 3132, 3149, 3155-3156, 3159, 3170, 3178, 3188, 3194, 3202-3203, 3210, 3221, 3289, 3291, 3345, 3347, 3370, 3416, 3442-3443, 3451, 3472, 3713, 3837, 3893, 3910, 3919, 3939, 3948, 3968, 3975, 3979, 4028, 4032, 4141, 4147, 4158, 4180, 4205, 4215, 4239, 4444, 4648.

#### JUNIOR COLLEGES

2008. **Bracewell, R. H., Cougill, J. R. and Hilliard, J. S.** Study of ways and means of developing a proper group consciousness among our junior college students. Des Moines, Iowa state teachers association, 1930. 16 p.

2009. **Bullard, Catharine L.** Student activities in junior colleges. Master's thesis, 1929. University of Minnesota, Minneapolis.

2010. **Campbell, Doak S.** A critical study of the stated purposes of the junior college. Doctor's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. Nashville, Tenn., George Peabody college for teachers, 1930. 126 p. (Contributions to education, no. 70)

Locates statements of purpose found in catalogues and in educational literature and evaluates them in terms of junior college practice. Findings: (1) No recent new statements; (2) few statements worked out in practice; (3) new statement needed. Standardizing agencies greatly influence practice.

2011. **Carpenter, W. W. and Carter, W. R.** The duties of the dean of the public junior college. Peabody journal of education, 7: 218-23, January, 1930.

A study was made of 46 answers concerning the duties of the dean, received from questionnaires sent to the deans of the 124 public junior colleges listed in the 1928 directory of the American association of junior colleges. Their duties were studied under the headings of: personal duties, duties in relation to students, duties in relation to the teaching staff, duties in relation to the community, and duties in relation to school officials. The activities are not evaluated.

2012. **Craig, J. Marie.** The status of the junior colleges of Mississippi. A study of the state accredited two-year institutions in the year 1928. Master's thesis, 1930. Duke university, Durham, N. C.

A study of the growth, development, and present status of the junior colleges of Mississippi, in the light of the ordinarily accepted aims of the junior college.

2013. **Douglass, Aubrey A.** The junior college and the college of liberal arts. Claremont college, Claremont, Calif. School life, 15: 172-74, May, 1930.

Shows number of students transferring from junior colleges and the institutions to which they go; shows also how four liberal arts colleges in Southern California have been affected in enrollment.

2014. Eby, Frederick and Pittenger, Benjamin Floyd. The financing of junior colleges in Texas. 1930. University of Texas, Austin.

2015. Eells, Walter Crosby. Bibliography on junior colleges. Washington, Government printing office, 1930. 167 p. (U. S. Office of education, Bulletin, 1930, no. 2)

2016. ——— California junior college mental-educational survey. Sacramento, California state printing office, 1930. 61 p. (California, State department of education, Bulletin, no. J-3)

Summary and analysis of mental-educational scores of California junior college students on Thurstone psychological examination and Iowa high school content examination. State norms were established; group comparisons made. Findings: Overlapping in the scores of certificate and diploma students indicates this classification is arbitrary and not valid as basis for college entrance.

2017. ——— and Brand, R. Student opinion in junior colleges in California. School review, 38: 176-90, March 1930.

Reports a summary of the opinions of more than 3,000 students in 28 junior colleges in California regarding various significant aspects of the institutions of which they are a part. The final results include a summary of 3,058 replies to a questionnaire, attempting to secure reasons for attendance and an evaluation of their relative importance. The opinions as expressed are favorable to the junior college, but not blindly or unconditionally so. There are keen comments on recognized shortcomings of the junior college.

2018. Ellmore, G. H. The junior college in American education. Master's thesis, 1930. University of North Carolina, Chapel Hill.

Gives recent development and present status of junior colleges in the United States.

2019. Hall, Walter A. A follow-up study problem of Chaffey junior college students. Master's thesis, 1929. University of Southern California, Los Angeles. 350 p. N. E. A. Department of secondary school principals bulletin, 34: 88-90, January 1931. (Abstract)

A survey of the educational and vocational work of former Chaffey junior college students and application of the findings to the junior college curricula. The study included all the students who entered the college from 1916 to 1924, inclusive, and who took six or more units of work during any one semester. Data were used for 317 junior college graduates and 476 junior college drop-outs.

2020. ——— and Touton, Frank C. A follow-up study of Chaffey junior college students. California quarterly of secondary education, 5: 331-39, June 1930.

An investigation of the educational and vocational experience of former Chaffey junior college students in order to suggest applications of the findings to the development of the college curricula. 793 students who entered the college between 1916 and 1924 were studied.

2021. Hanna, Joseph V. Student-retention in junior colleges. Journal of educational research, 22: 1-8, June 1930.

Gives the results of a study of retention in 36 junior colleges distributed throughout the Middle West, the South, and the Far West. From the facts obtained it was found that student mortality is severe, as compared with private institutions, relatively large numbers of students require more than two years for completing two years of work, and relatively large numbers of public junior-college graduates entered the junior year at universities.

2022. Henderson, Lester Dale. Should Alaska establish junior colleges? Master's thesis, 1930. Stanford university, Stanford University, Calif.

2023. Holy, T. C. and Green, R. E. Determining criteria for establishing junior colleges. 1930. Ohio State university, Columbus. 150 p. ms.

2024. Hughes, Rees H. The public junior colleges in Kansas. School review, 38: 450-55, June 1930.

The first public junior college in Kansas was organized in Holton in 1917. There are now 10 junior colleges in Kansas, approved by the State board of education, in which such instruction is given that their students may transfer their credits to standard four-

year colleges and universities. Less than 50 per cent of the students enrolled in the junior college in the first year remain for the second year. Less than half of the high-school graduates in communities having junior colleges enter these institutions. Six of the colleges charge no tuition to students living outside the school district, the tuition charged in the other four covers only a small part of the cost. In some cases the courses overlap those in the senior high school.

2025. Jones, Hally Foster. Test scores and intention of university entrance for California junior-college students. Master's thesis, 1930. Stanford university, Stanford University, Calif.

2026. Kelley, Victor H. An analysis of the high-school records of junior-college students. School review, 37: 598-601, October 1929.

The records of the Fort Scott junior college, Fort Scott, Kans., were studied for the years from 1922 to 1929. Approximately 40 per cent of the graduates of the Fort Scott high school enter the junior college. Many of the students who enter college leave without completing the two years of work. Data indicate that the junior-college students are slightly superior to high-school graduates in number of grade points earned during their high-school course. Junior-college students have slightly better records in terms of their high-school marks than students who entered other colleges.

2027. Kinsey, Robert Byron. Survey of the public junior colleges of Kansas. Master's thesis, 1930. University of Wichita, Wichita, Kans. 131 p. ms.

2028. McIntyre, William Lee. A study of selected junior-college students who transferred to the University of Kansas. Master's thesis, 1929. University of Kansas, Lawrence.

2029. Morgan, W. E. Statistics of district junior colleges—1928-1929. State department of education, Sacramento, Calif. ms.

2030. Morris, John T. Considerations in establishing a junior college. New York city, Teachers college, Columbia university, 1929. 63 p. (Contributions to education, no. 343)

This study is an analysis of economic conditions, social-racial features, transportation facilities, and the high-school and junior-college populations of certain sections of southwestern Pennsylvania—undertaken with a view to determining the best location for establishing a junior college to affiliate with the University of Pittsburgh.

2031. ——— Survey of the Johnstown community to determine the need for terminal courses in the junior college. 1930. University of Pittsburgh, Pittsburgh, Pa. (Faculty research)

2032. Morton, Hugh Dudley. Public junior colleges: trend in offerings and qualifications of faculties. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 137 p. ms.

A study of junior colleges established prior to 1920 and operating in 1929-1930 school year (in United States). Findings: Many public junior colleges do not preserve complete files of their publications; there is great lack of uniformity in the terminology in describing courses of the same content. The trend in offerings in public junior colleges in the United States is to increase the number of courses and the number of semester hours in each course. Trend in offerings is away from vocational subjects.

2033. Murphy, Sister M. Lorenzo. The present status of the junior college in the Catholic educational system. Master's thesis, 1929. Catholic university, Washington, D. C.

2034. Piatt, Richard H. and Loly, Kathleen D. A comparison of college freshman grades, with special reference to junior colleges. California quarterly of secondary education, 5: 354-59, June 1930.

This article compares the actual grades received in a single year, by 782 honor students from 147 high schools in 43 colleges, 22 of which were junior colleges.

2035. Stephens college, Columbia, Mo. Research department. Second progress report to the North central association of colleges and secondary

schools on the educational experiment at Stephens college, Columbia, Mo. 1930. 68 p. ms.

This investigation was proposed with the purpose of inquiring into the justification for the lines of demarcation now existing between the last year of the high school and the first year of the junior college and the significance of this demarcation to the establishment of the four-year junior college idea. An experimental period of five years was allowed for the study.

2036. ————. The Stephens college orientation courses. Aims, contents, construction, teaching and bibliography. 1930. 27 p. ms.

2037. Taylor, Ferdinand James. Trends in the nonacademic courses and curricula of the public junior colleges. Doctor's thesis, 1930. University of California, Berkeley. 145 p. ms.

From a study of the trends in the number, type, and content of nonacademic courses and curricula in the public junior colleges, there appears to be a rather consistent effort on the part of the larger public junior colleges to provide nonacademic courses and curricula, but as yet the proportional number of students enrolling in these offerings has increased but slightly. In other words, the public junior college still remains fundamentally a university-preparatory institution.

2038. Utah. Department of public instruction. Findings of a committee appointed by the State board of education, April 1929, to study the junior college situation throughout the country with particular reference to the needs of Utah. 1930. 80 p. ms.

2039. Watt, B. R. G. and Touton, Frank C. Relative scholastic achievement of native students and junior college transfers at the University of Southern California. California quarterly of secondary education, 5: 243-48, April 1930.

This study showed that the work done by the junior college graduates is approximately equivalent to that of the native students.

2040. Wedgeworth, Cortus. The junior college movement in Texas. Master's thesis, 1929. University of Colorado, Boulder. 165 p. ms.

Historical survey of 17 municipal colleges from 1917 to date. Findings: Cost per pupil, \$196.00; curriculum of three distinct types; standards are on upward trend; they compare favorably with junior colleges over country.

2041. Young, William. The junior college as its students see it. Master's thesis, 1929. University of Nebraska, Lincoln. 74 p. ms. Educational research record (University of Nebraska), 2: 1-8, October 1929.

Opinions of 2,550 students in 37 junior colleges were analyzed. Findings: Generally speaking, students concluded advantages were quite superior to disadvantages.

See also 1377, 1400, 1476, 1557, 1662, 1694, 2227, 2374, 2761, 2787, 3044, 3062, 3130, 3953, 4053, 4190, 4348, 4607, 4625.

## TEACHER TRAINING

2042. Acomb, Marie Harriet. A study of the status and trend of the unified training of kindergarten and primary teachers in state institutions. Master's thesis, 1930. University of Chicago, Chicago, Ill.

2043. Atkinson, A. M. Preparation and evaluation of unit tests for a college course in educational measurement. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. 69 p.

2044. Bell, Allene. Some objectives for a teacher-training program in Alabama. 1929. Iowa State college, Ames.

2045. Black, Florence A. Education in Vermont with special reference to the training of teachers. Master's thesis, 1929. Teachers college, Columbia university, New York, N. Y. 43 p. ms.

2046. **Breuer, Leo W.** Training of high-school teachers with subjects now taught by them. 1930. Department of education, Juneau, Alaska. 4 p. ms.

This study covers the training of all high-school teachers in Alaska, together with the subjects now taught by them, the probable subject groupings and the institutions from which they graduated.

2047. **Burkholder, Henry Longenecker.** "Introduction to teaching" as a subject of instruction in professional schools for teachers; a survey of current practice with suggestions for improvement. Master's thesis, 1929. New York university, New York, N. Y. 60 p.

2048. **Coggin, George W. and Rhodes, M. L.** Teacher-training bulletin for trades and industrial teachers. 1930. State department of public instruction, Raleigh, N. C. 20 p. ms.

2049. **Creager, J. O.** Making teaching a profession by professionalizing the training of teachers. Educational administration and supervision, 16: 19-28, January 1930.

The author studied the problem of control in the colleges and schools of education in the 32 state universities which had definitely established professional units. The factor of control was studied under the following heads: control of the program of studies and the control of the subjects making up the curricula. He suggests that education students majoring in any given academic subject be placed in a section of their own; and that courses be offered dealing with the content to be taught in each of the subjects which the high school offers.

2050. **Crispi, Francisca.** A study of the courses required for training for preschool teaching. Master's thesis, 1930. University of Iowa, Iowa City. 147 p.

2051. **Davis, Calvin O.** Training secondary-school teachers in universities. High school teacher, 6: 109-110, 118, March 1930.

The announcements of 25 leading universities in the United States were studied as to their offerings in the training of secondary school teachers. A summary of the various requirements and practices in these universities is presented.

2052. **Edens, William J.** Determining emphasis in training teachers of agriculture. A study of nineteen states. Master's thesis [1930] Cornell university, Ithaca, N. Y.

The study recommends more emphasis upon establishing administrative relationships with school authorities, studying agricultural resources, constructing curricula and courses of study, organizing groups for instruction, providing equipment and teaching facilities, teaching, supervising farm practice, participating in extraclass and community activities, cooperating with commercial agents in the community and growing professionally.

2053. **Foreman, Eleanor Brynberg.** A study of teacher-training in four non-state colleges of North Carolina. Master's thesis, 1930. Duke university, Durham, N. C.

An investigation as to the history and content of the professional training offered prospective teachers in typical nonstate colleges, with a discussion of the problems faced by these colleges in connection with the new requirements for certification, and discussion of teacher-training resources existing in these institutions.

2054. **Foster, H. H.** Teacher-training in the Burr school. Educational administration and supervision, 15: 614-22, November 1929.

The Burr school is a training and experimental school conducted in connection with teacher training at Beloit college. This article sets forth the chief features of the experiment being conducted at this school.

2055. **Frazier, Benjamin W.** Teacher training, 1926-1928. Washington, United States Government printing office, 1929. 35 p. (U. S. Bureau of education. Bulletin, 1929, no. 17)

Advance sheets from the Biennial survey of education in the United States, 1926-1928.

2056. **French, William Cullen.** An analysis and criticism of tests used in certain professional courses for teachers with special reference to normal schools and teachers colleges. Doctor's thesis, 1930. New York university, New York, N. Y.

2057. **Gilbert, Geneva.** Objectives and content of introductory courses in education. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn.

In this study 39 objectives were found; 305 different topics in content were found. Other professional courses do not give much attention to introductory courses. The question is raised as to the value of such a course in the profession of teaching.

2058. **Gilchrist, Robert S.** The educational preparation of secondary-school teachers. School review, 38: 350-59, May 1930.

The author studied the educational preparation of secondary-school teachers from the standpoint of outstanding textbooks relating to secondary education; importance and difficulty of items in courses relating to secondary education; and the relative importance of the six divisions of the curriculum for the training of secondary school teachers.

2059. **Hardy, Rosa Marion.** Preparation of teachers of the social studies in Arkansas high schools. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 151 p. ms.

2060. **Hawes, Edith Mae.** The academic and professional improvement of teachers in Wyoming. Master's thesis, 1930. University of Colorado, Boulder. University of Colorado studies, 18: 72-73, December 1930. (Abstract)

The purpose of this study has been to ascertain the sources of teacher training in Wyoming; the status of teacher training for 1929-30 in college term hours; and improvements made in certification of rural and elementary grades. Data were obtained from personal surveys in two countries, state teacher certification records, annual reports of county superintendents, and questionnaires sent to all county superintendents of whom one-third replied.

2061. **Heusch, E. L.** Vocational teacher training needs in Ohio. [1930] State department of education, Columbus, Ohio.

2062. **Higbie, E. C.** Rating training facilities in teacher-preparing institutions. Peabody journal of education, 7: 357-61, March 1930.

The author gives a proposed rating scheme, which is primarily a self-measuring stick designed to reveal weaknesses and pave the way to improvements.

2063. **Higdon, Howard S.** Development of Sunday-school teacher training in Southern Baptist convention. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 103 p. ms.

Survey of original source material bearing on subject. Findings: Southern Baptists have kept abreast of other leading evangelical denominations in teacher training.

2064. **Hoadley, Ruth L.** Present status in commercial teacher-training in the United States. Master's thesis, 1929. University of Iowa, Iowa City.

2065. **Hubert, Blanche.** History for Florida teacher-training. Master's thesis, 1929. Teachers college, Columbia university, New York, N. Y. 101 p. ms.

2066. **Indiana. Department of public instruction.** Teacher training and licensing in Indiana, regulations of State board of education. Indianapolis: Indiana department of public instruction, 1930. (Bulletin no. 94, rev. 1930)

2067. **Jamison, Ollis Glen.** A study of the pupil personnel in Indiana state training school. Master's thesis, 1929. Indiana state teachers college, Terre Haute. Teachers college journal (Terre Haute, Ind.) 1: 40-50, November 1929

2068. **Johnston, Russell.** Teacher training in northwestern Wisconsin. Master's thesis, 1930. University of Minnesota, Minneapolis.

2069. Jones, D. Coaken. Plans for training teachers of vocational agriculture. A study based on the practices of teacher-training institutions. Master's thesis, [1930] Cornell university, Ithaca, N. Y.

Findings: Institutions vary in required hours, also in what constitutes complete training, also in what constitutes the value of an hour of credit; institutional needs differ and this should be recognized; seeks model practices; sets up a curriculum.

2070. Jones, W. Mitchell. The status of the history of education in teacher-training courses in the United States. Master's thesis [1930] University of Oregon, Eugene. 52 p. ms.

A study of history of education courses in 54 colleges and universities training teachers, and a comparison of such tendencies with past practices were taken up in this study. Findings: History of education has declined from its former place of first importance as a course for the training of teachers; these courses receive more consideration in universities than in teachers colleges or liberal arts colleges; history of education is being included in other courses in the department of education.

2071. Kakouris, Nicholas K. Teacher training in Hellas. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. University of Pittsburgh bulletin, 27: 304-05, November 1930 (Abstract.)

2072. Kansas. State department of education. Course of study for high schools. Part 7—Normal training. Topeka, 1930. 43 p.

2073. Kiely, Margaret V. Certain comparisons of students of teachers colleges and students of liberal arts colleges. Doctor's thesis [1930] Teachers college, Columbia university, New York, N. Y.

Sophomores, juniors and seniors of six four-year teachers colleges are compared with those of seven four-year colleges of liberal arts engaged in the preparation of teachers. Comparisons were based on results of a series of 12 original tests dealing with general and professional knowledge, applied good judgment, and attitudes towards general and professional interests. Study revealed definite differences between the two types of students in social and economic background. Evidence of immaturity on the part of teachers college students suggests a question as to whether instruction in these institutions is as definitely collegiate in grade as that offered in the arts colleges. Weaker showing of arts students in their command of professional information warrants a question as to the efficiency of a general course with professional training as an offshoot.

2074. Kimmel, Herbert. A catalogue study of the faculty of a state teacher-training institution. Peabody journal of education, 7: 48-52, July 1929.

A study of the faculty members of a State teacher training institution of the Middle West was made by studying the college catalogues for the years 1914-1927.

2075. Knox, W. W., and Walter, Genevieve. Teaching assignments and training of New York state science teachers. [1930.] New York state education department, Albany, N. Y. 15 p. ms.

A study of subjects taught by representative science teachers in various sized high schools with reference to teacher qualifications. Science teachers need well rounded background in all special fields of science; beginning science teachers should probably qualify themselves to teach mathematics.

2076. Litherland, Herschel. A study of the nature and scope of "Principles of secondary education." Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. 189 p. ms.

The study attempts to answer questions pertaining to aim of course; title under which course is listed; number of institutions offering it; major topics treated in the course; relative importance of major topics treated in the texts used in the course; and relative importance of the major topics treated by instructors, and those suggested by secondary school principals and specialists in secondary education. 524 college and university catalogues were analyzed. General textbooks in the field of secondary education were studied. Findings: "Principles of secondary education" does not occupy a major position in the training program for secondary school teachers. The purpose of the course is quite clearly stated in various catalogue course announcements and in the introductory remarks of the textbooks used. Instructors who teach the course are in general agreement as to the major topics treated and with respect to their relative importance. Public school men suggest a definite need for increased attention to the secondary school pupil.

2077. **Louis Irene, Sister.** A survey of the courses in education offered at the University of Notre Dame. Master's thesis, 1929. University of Notre Dame, Notre Dame, Ind.

2078. **Lowman, Harmon Luther.** The history of the teacher-training institutions in the Gulf States. Doctor's thesis, 1930. University of Chicago, Chicago, Ill.

- 4 2079. **McClellan, Katherine.** A survey of nationalities and some phases of social and economic background of entrants to a teacher training institution. Master's thesis [1930] New York state college for teachers, Albany.

Findings: Students come from homes of small families, a considerable number of foreign-born extraction, majority not "urban," many had relatives in teaching, majority come directly from high school to college.

2080. **Mackenzie, Gordon Noth.** Programs of studies and training of teachers in private and public secondary schools in Minnesota. Master's thesis, 1929. University of Minnesota, Minneapolis.

2081. **McNall, Jessie J.** A study of the content and organization of materials offered in teacher training institutions together with an examination of the methods used involving visual instruction. Washington, D. C., American nature association, 1930. 6 p. (Nature almanac, p. 132-37)

The study involves the examination of returns from 107 teacher training institutions. Biological topics are offered most frequently in nature study and elementary science to teachers in training. Physical science topics are reported to be presented in less than one half the schools reporting. Conservation leads as a theme around which materials are organized. The most commonly used equipment are aquaria and lantern slides. Teachers are given training in the use of lantern and motion picture equipment in practically none of the schools.

\* 2082. **McNeil, Millicent.** A comparative study of entrance to teacher-training institutions. Doctor's thesis, 1930. Teachers college, Columbia university New York, N. Y. New York city, Teachers college, Columbia university, 1930 (Contributions to education, no. 443)

The study gives a historical review of the requirements of entrance to teacher training institutions in Switzerland, Germany, France, England and Wales, Scotland, Australia and New Zealand, Canada, Scandinavia, and the United States, from their founding to 1910, and summarizes recent changes from 1910 to the present time. The author concludes that the United States will probably exact higher qualifications of her candidates to teacher training institutions in the future, following the example of Germany and Scotland.

2083. **Martin, Charles W.** Graduate training in American universities as preparation for college teaching. Doctor's thesis, 1930. University of Missouri Columbia. 160 p. ms.

This thesis includes a study of the professional training of the junior college teacher in Missouri and college teachers who have received advanced degrees from the University of Missouri since 1905.

2084. **Mathews, C. O.** Syllabus and work book for a first course in measurements for secondary school teachers. 1930. Ohio Wesleyan university, Delaware.

This is a syllabus and exercise book to facilitate the study of problems treated in a first course for teachers in service or training.

2085. **Maul, Ray Charles.** A study of administrative practices in correspondence study departments of teachers college and normal schools. Master's thesis, 1929. University of Kansas, Lawrence. Emporia, Kansas state teachers college, 1930. 71 p. (Studies in education, vol. 1, no. 1, January 1930)

2086. **Mehuse, Christian O.** Curriculum for the training of teachers of one teacher rural schools of North Dakota. Master's thesis, 1930. University of North Dakota, University.

2087. **Mendoza, Sylvestre Antonio y.** Hypotheses in the administration and supervision of teacher-training schools and their application in the Philippine Islands. Master's thesis, 1930. Colorado state teachers college, Greeley. 123 p.

2088. **Merrill, R. C.** The efficacy of special versus general methods courses in a teacher-training program. Educational administration and supervision, 16: 38-44, May 1930.

The study, which covered a period of two school years, proposed to determine the efficiency of special versus general methods courses in a teacher-training program for elementary teachers. A control group of 81 was compared with an experimental group of 120 students. The results indicate the advantages of the general methods courses as compared with special methods courses for the preparation of elementary teachers.

2089. **Naegle, Charles Jacob.** Interpreting the function and service of teacher-training institutions to the public. Doctor's thesis, 1930. New York university, New York, N. Y.

2090. **Neilson, N. P.** A curriculum for the professional preparation of physical-education teachers for secondary schools. Sacramento, California state printing office, 1930. 109 p. (California state department of education, Bulletin no. E-1)

This is a suggested teacher-training curriculum in standardization of nomenclature and content of courses.

2091. **Nelson, M. J.** An analysis of the two-year curricula offered in 30 teacher-training institutions. Educational administration and supervision, 16: 50-62, January 1930.

The report indicates the number of two-year curricula offered and the extent to which credit courses in different fields are required in the most common two-year curricula.

2092. **Ogden, George Lee.** The relation between major and minor training of Stanford graduates and teaching position held. Master's thesis, 1930. Stanford university, Stanford University, Calif.

2093. **Pearson, Daisy E.** A course in "introduction to education" at Clafin college in New York City. Master's thesis, 1930. New York university, New York, N. Y.

2094. **Peck, W. E.** Training of high school teachers. An analysis and evaluation of the prescribed courses in education required for the University of Minnesota certificate in secondary education. Doctor's thesis, 1930. University of Minnesota, Minneapolis. Minneapolis, University of Minnesota press, 1930. 84 p.

This study is an analysis of the content of the prescribed courses in education into a check list of topics of treatment; an analysis of treatment given by all instructors for each of the topics and an evaluation of alumni teachers of the practical value, theoretical value, and the adequacy of treatment of the topics in the light of their experience as teachers.

2095. ——— The training of teachers in North Dakota. Bismarck, N. D., Department of public instruction, 1930. 76 p.  
A survey report.

2096. **Phillips, Frank M.** Statistics of teachers colleges and normal schools, 1927-1928. Washington, United States Government printing office, 1929. 71 p. (U. S. Bureau of education, Bulletin, 1929, no. 14)

Advance sheets from the Biennial survey of education in the United States, 1926-1928.

2097. **Pittsburgh, Pa. Public schools.** Department of curriculum study and research. Program of studies for H. C. Frick training school for teachers. 1929-1930.

2098. ——— ——— ——— A study of teachers' opinions concerning studies taken in training schools. 1929-1930.

2099. **Ramsay, May.** A minimum speech training for teacher-training institutions. Master's thesis, 1929. University of Iowa, Iowa City.

2100. **Beller, Theodore L.** An undergraduate course in public-school administration—determination of content. Master's thesis, 1930. University of Pennsylvania, Philadelphia. 56 p. ms.

Undergraduate courses in school administration in teacher training institutions in the United States were studied.

2101. **Rightsell, Raymond M.** A study of the training of general science teachers in the special sciences in a certain state. Master's thesis, 1930. University of Cincinnati, Cincinnati, Ohio. 66 p.

An intensive survey was made of Wisconsin to determine the beyond high school training in the special sciences received by the teachers of general science in the secondary schools, and to compare the relative amount of training in each science with the relative amount of space devoted to it by the general science textbooks used, thus determining whether or not the preparation of general science teachers is running parallel to the demands put upon them by the textbooks used. It was found that while the general science teacher of the small high school equals the general science teacher of the large high school in breadth of training, there is a lack of depth of training. General science teachers are teaching a wide variety of subjects in addition to general science.

2102. **Rodefer, Ralph Alfred.** Analysis of teachers responses to exercises involving principles of teaching. Master's thesis, 1930. University of Chicago, Chicago, Ill.

2103. **Rugg, Earle U.** What educational terminology should a beginning teacher know? *Educational administration and supervision*, 16: 187-95, March 1930.

Two thousand one hundred and nine concepts including derivatives were found in a study of the educational terms or concepts which are most frequently mentioned in five general textbooks in education and a sampling of 11 educational periodicals. The first 101 represent over half of the total. About one-fourth of the total deal with scientific-statistical terms, about ten per cent are devoted respectively to administration, method, and psychology, and the remainder are general terms. Teacher training institutions should see that at least the more frequent educational concepts are mastered in the pre-service training courses.

2104. **Russell, John Dale.** An experiment with a pre-test in the determination of teaching emphasis in a college course in education. *Educational administration and supervision*, 16: 53-58, January 1930.

The pre-test consisting of some 292 true-false statements was given to a class in school organization during the second semester of 1927-1928. It has since been given to two other groups of students. The pre-test furnished a guide for the distribution of teaching emphasis among the various topics contained in the outline of a new course in education.

\* 2105. **Rutledge, Samuel A.** The development of guiding principles for the administration of teachers colleges and normal schools and the development of administrative practices consistent with these principles. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. New York city Teachers College, Columbia university, 1930. 107 p. (*Contributions to education*, no. 449)

In order to formulate a body of principles for guidance in the administration of teachers colleges and normal schools, it was decided to obtain the judgment of 15 men outstanding in each of the following fields: professors of school administration and state commissioners of education; professors of normal school education and state directors of teacher preparation; and presidents of some of the outstanding teachers colleges and normal schools of the country. Thirty-six replies were received. Ninety-six principles for guidance were formulated and validated. The study showed the need for the body of guiding principles formulated and validated as there was a wide range of disagreement found among presidents of teachers colleges and normal schools from 36 states, as to the necessity of performing duties deduced from the principles.

2106. **Siedle, Theodore Anthony.** Present practices in vocational industrial teacher-training institutions of granting college credit for trade experience, for teaching experience in trade schools, and for supervisory and administrative experience in vocational education. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. Washington, D. C., Federal board for vocational education, 1930. 52 p. (Federal board for vocational education bulletin no. 152)

2107. **Stratemeyer, Florence B.** A study of units relating to "The Curriculum" to be included in the professional preparation of elementary teachers. Doctor's thesis [1930] Teachers college, Columbia university, New York, N. Y.

The study purposes to review critically the major activities of the elementary teacher in effectively using curriculum materials; to select the activities for which pre-service training might be especially helpful; and to formulate units relating to "The Curriculum" to be included in the professional curriculum for elementary teachers. It reveals a widespread and diversified current practice in the use of curriculum materials with little or no differentiation of activities according to educational purposes or goals to be achieved. It is believed that the study will help to define desirable pupil and teacher activities in use of curriculum materials; suggest specific elements to be included in teachers college curriculum; suggest some elements to be included in a program of in-service training; and point to type of study on the part of the teacher which should result in continuous revision and refinement of "service tools" in use, through use.

2108. **Thomas, Earl Davis.** The influence of departmental specialization on the attitudes of teachers. Master's thesis, 1930. University of Chicago, Chicago, Ill. 120 p. ms.

A study of the views of high-school teachers on seventeen administrative and supervisory problems in education, the influence of departmentalization, teaching experience, and professional training on these views and their correlation with the views of authorities in the field. Findings: There are significant deviations in the attitudes of the teachers on problems of the curriculum due to departmentalization and the professional training of the teachers. Generally, in the other problems, the deviations in attitudes are of little significance. The attitudes expressed, in general reflect mature professional judgment.

2109. **Trusler, V. T.** A study of entrance requirements of four-year teachers colleges and normal schools of the United States. Master's thesis, 1930. University of Kansas, Lawrence.

2110. **United States.** Federal board for vocational education. Training supervisors of trade and industrial education. Washington, D. C., United States Government printing office, 1929. 12 p.

2111. **Wagner, Marie E.** Study of student load in a training school for teachers: an analysis of the disposition of the students' time, including home duties, business employment, extracurricular activities, recreation and home preparation for the work carried on in the training school. Master's thesis, 1929. New York university, New York, N. Y. 51 p.

2112. **Warner, Pearl E.** A study of teacher training in the high schools of Missouri, 1927-1929. Master's thesis, 1929. University of Kansas, Lawrence.

2113. **Webb, Jim.** The evaluation of professional courses for high-school teachers. Master's thesis, 1930. University of Chicago, Chicago, Ill.

2114. **Youngdahl, Rosalie E.** High school teacher training departments with a detailed study of the product of a particular department. Master's thesis, 1930. University of Minnesota, Minneapolis.

See also 46, 141, 145, 175, 216, 391, 457, 1417, 1521, 1658, 1700, 2182, 2217, 2364, 2370, 2373, 2409, 2518, 2873, 3433, 3473, 3566, 3903, 4062, 4111, 4129, 4151, 4157, 4266, 4406, 4409.

## NORMAL SCHOOLS

2115. **Orata, Pedro T.** The Philippine normal-school graduates. Manila, P. I., Bureau of education, 1930. 30 p.

An extended and critical analysis of the work being done by Philippine normal school graduates of 1923 to 1929 in the Bureau of education. Findings: Majority of the graduates follow the line of work for which they were prepared, and have satisfactory efficiency ratings. There is a need for their systematic placement.

2116. **Shaw, Robert W.** Some aspects of self-insight as found in students of a two year normal school. Doctor's thesis [1930]. Teachers college, Columbia university, New York, N. Y.

The group studied for this thesis comprised about 270 students, largely women, entering Maryland state normal school. Students were required to fill out a personal questionnaire which yielded: score on awareness of adjustment mechanisms; score on social self-confidence as indicated by freedom from self-consciousness. Students were asked to estimate their achievement on a range of academic subjects on entrance, at the end of the first six weeks and at the end of the term. Major informational materials to which these self-insight scores have been applied are: Intelligence, first term grades, teaching grades, to a criterion group of 25 students of marked ability, 50 average, and 25 of marked self-confidence selected through dormitory, advisory, practice teaching, and classroom reports. Findings: Choice of scale is important as determining over and under estimate; nature of task has a strong influence on whether the trend of the estimate is over or under. Of the different tests the number underestimating ranged from 25 to 100 and overestimating from 83 to 227. To the degree that one continues from day to day with certain rather constant levels of achievement, one may be expected to display quite similar biases of self-evaluation when these particular levels are involved. There is an accuracy of judgment on items dealing with sense of social adequacy which is comparable to accuracy of estimate on academic materials.

2117. **Shaw, Ruth C.** The output of the territorial (Hawaii) normal school. Master's thesis, 1930. University of Hawaii, Honolulu. 145 p. ms.

A complete study of the normal school covering its history, its graduates, and the graduates now teaching.

2118. **Sims, Verner Martin.** A comparison of normal-school students with certain other groups. *School and society*, 30: 68-70, July 12, 1929.

A group of 67 women enrolled in the two-year normal course at the Louisiana polytechnic institute in the fall of 1927 were compared with 91 women enrolled in the different four-year college courses planned for prospective high school teachers. Conclusions: The normal students are inferior to the college students studied in intelligence in vocabulary, in socio-economic status and in English ability. They have parents with less education, graduate from smaller high schools and make lower grades in both high school and college than college students within the same institution.

2119. **Smith, Ernest Thomas.** The graduates of a department of secondary education in a state normal school. Master's thesis, 1930. University of Chicago, Chicago, Ill.

The operation of a three-year course for the training of high-school teachers is described and evaluated largely in terms of the life-outcomes of the graduates. Findings: The three-year course is a bridge by which college practices come into the normal school there is evidence of a lessening drift away from teaching, and increasing professionalization of education.

2120. **Wright, Frank W.** The evolution of the normal schools. *Elementary school journal*, 30: 363-71, January 1930.

See also 33, 276, 1699, 1885, 2056, 2085, 2096, 2105, 2109, 2169, 2345, 2674, 3043, 3349, 4152, 4190, 4538.

## TEACHERS COLLEGES

2121. **Alford, Thomas.** Status of the graduates of the Arkansas state teachers college. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 56 p. ms.

2122. **Anderson, Roy N.** A study of the Teachers College students who are regularly employed. Teachers college record, 31: 773-77, May 1930.

This study was undertaken to find out the number of students attending Teachers College who were holding full-time positions while pursuing their academic activities. If the sampling is representative of the student body, it can be concluded that practically half of the students are holding regular positions while they are pursuing their professional training. Of these, three-fourths are teachers, or at least engaged in the profession of education.

2123. **Bathurst, Effie G.** A teachers college follow-up service.—its factors and development in an unsupervised service area. Doctor's thesis, 1929. Teachers college, Columbia university, New York, N. Y. 300 p. ms.

Conclusions: Fifteen teachers colleges report a systematized post-graduation service, whose chief activity is staff visitation of graduates in the field, and point out the values received and the difficulties encountered in such service. Four universities and two state departments are attempting a similar work.

2124. **Baughèr, Jacob I.** Certain comparisons of students of teachers colleges and students of liberal arts colleges. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y.

Sophomores, juniors, and seniors of six four-year teachers colleges and of seven four-year colleges of liberal arts engaged in preparation of teachers were compared. Comparisons were based on two results of a series of 12 original tests, four dealing with knowledge, general and professional, four with applied good judgment, and four with attitudes toward general and professional interests. Tests were given to 1,246 students and to 110 high school seniors during the spring of 1929. The study revealed definite differences between arts students and professional students in social and economic background; arts students showed a greater percentage of parents in business and professional groups, they came in larger numbers from urban centers, and averaged about three months older than teachers college group. Data indicate the desirability of giving more attention to sociology, educational theory and to such questions as the doctrine of transfer in psychology. Evidences of immaturity on the part of teachers college students suggest the question as to whether instruction in these institutions is of definitely collegiate grade as that offered in arts colleges.

2125. **Beik, A. K.** (New York state college for teachers, Albany, N. Y.) Foreignness in relation to intelligence, scholarship, and age of students entering a college for teachers. 1930.

A study of records of over 800 students entering the New York state college for teachers, showed that foreignness is not a very significant factor in the upper levels of scholarship represented in the study; it is of doubtful significance in its effect on mental test scores; and it is significantly related to age of entrance to college.

2126. **Blue, H. G.** A study of the electives embodied in the academic and professional training of two-year and four-year graduates of Colorado state teachers college. 1929. Colorado state teachers college, Greeley. 146 p.

The purpose of this study is to set forth valid facts and conclusions upon which to construct a recommended administrative program involving problems of guidance in the matter of the selection and use of elective courses.

2127. **Bramblet, Ransom.** A correlation between the scholastic record of graduates of Indiana state teachers college and their yearly financial success after graduation. Master's thesis, 1929. Indiana state teachers college, Terre Haute. 25 p. ms.

Correlations between the factor scholarship and the financial success of graduates of Indiana state teachers college between the years 1909 and 1926 were studied. The degree of financial success was obtained from the graduates, their grades were obtained from the college and were grouped in three divisions, first major, professional, and total. The study of 432 cases showed: the correlation between the grades and salary is not high; correlation is lowest between salary and major subject, and highest between salary and professional work; the factor, scholarship, is not the factor which draws the salary.

\* 2128. **Chandler, Paul G.** Some methods of teaching in six representative state teachers colleges of the United States. Doctor's thesis, 1930. Teachers

college, Columbia university, New York, N. Y., New York city, Teachers college, Columbia university, 1930. 149 p. (Contributions to education, no. 425.)

This study is intended to discover some of the methods of teaching now being used in teachers colleges and to evaluate these methods by the best expert opinions available. The colleges studied were selected because they were considered representative of the better state teachers colleges of the country and because they were rather widely distributed geographically.

2129. Class, Edward C. Prescription and election in elementary school teacher training curricula in state teachers' colleges. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y.

The study attempts to trace historically the policies of prescription and election in curricula for training teachers for elementary schools; to show trends, tendencies, and present practices with regard to prescription and election in these curricula; to compare these practices in the United States with those in curricula of similar institutions in Germany, France, and England. Data were secured largely from the catalogues of normal schools and teachers colleges.

2130. Cornell, C. B. and Condit, P. M. Relationship between high school size and scholastic achievement in Colorado state teachers college. 1929. Colorado state teachers college, Greeley. 8 p.

2131. Courtis, S. A. Identifying and eliminating the unfit in teachers' colleges. *Nation's schools*, 4: 21-26, September, 1929.

In February, 1928, 20 girls were selected from the high school graduates entering the Detroit teachers college, and given a test to show their teaching ability. The experiment has been repeated twice, and will be repeated each spring and fall until the girls are graduated. The author presents an elimination program which he has found to be practical.

2132. Devricks, Robert K. Follow-up study of class of 1928 of Indiana state teachers college. *Teachers college journal (Terre Haute, Ind.)*, 1: 17-20, September, 1929.

A study of 304 graduates was made to find out the majors selected, the number of graduates teaching one subject, and the subject combinations demanded of teachers.

2133. ——— Follow-up study of class of 1928-1929. Four-year course only. Indiana state teachers college, Terre Haute, 1930. 10 p. ms.

This study considers graduates, teaching majors, subjects being taught, with and without license, and the number employed. Findings: Of 316 graduates, 263 were employed as teachers; 47 elementary, 216 secondary; 13 per cent were not employed as teachers.

2134. Deyoe, G. P. A study of four-year curricula in state teachers colleges. *Educational administration and supervision*, 16: 208-19, March, 1930.

Data for a study analyzing, comparing, and interpreting the practices in the organization of the four-year teacher training curricula were secured by an analysis of selected bulletins, or catalogues, from state teachers colleges in the United States. Findings: 87 institutions in 33 states had one or more four-year curricula for teacher training purposes. Four-year curricula in these institutions are usually differentiated to prepare specifically for teaching on a given level.

2135. Fisher, W. Edward. A comparison of the professional success of members and non-members of the men's societies in the Indiana state teachers college. Master's thesis, 1929. Indiana state teachers college, Terre Haute. 54 p. ms.

Comparisons were made between the member group and the non-member group of graduates of the Indiana state teachers college between the years 1909 and 1929 who entered the teaching profession. Comparisons were also made between various societies and non-member group, and conclusions were based on the relative ranking of the various groups. Measures of professional success were: salary, publications, tenure and type of teaching and amount of training above teachers college. Data indicate that nonmembers had higher earning power before and lower earning power after graduation; and that experience tends to increase average yearly salary of good teachers for teaching done before and after graduation, but lowers the earning power of poor teachers. Some value may be attributed to membership in a society for graduates entering the teaching profession.

2136. Guiler, Walter Scribner. Remediation of teachers college freshmen. *School and society*, 30: 242-44, August 17, 1929.

A remediation plan for weak freshmen has been used for the past three years in the School of education of Miami university. The program covers the units of learning in English and arithmetic. The three steps of procedure which govern the administration of each unit are: preliminary diagnostic testing; individualized remedial instruction; and retesting. Reports on remedial instruction in spelling and punctuation are described. After remedial instruction in spelling the group as a whole was raised from tenth-grade ability to a level far above that of the average college freshman. The gain in punctuation signifies an improvement from ninth-grade ability to that of the average college sophomore.

2137. Hogan, Fred Percy. The history of the Fresno state teachers college. Master's thesis, 1930. Stanford university, Stanford University, Calif.

2138. Hollis, E. V. A personnel study of teachers-college students. *Journal of educational sociology*, 3: 203-208, December 1929.

A study of certain economic and social backgrounds of the 1927-1928 and 1928-1929 student body of the State teachers college at Morehead, Ky. The composite student of this study is a girl between 18 and 19 years of age, single, a member of some evangelical church, one who has never been more than 300 miles from home, and expects to teach in a rural school for a period of two or three years.

2139. ———. Why they teach. *Educational administration and supervision*, 15: 678-84, December 1929.

An attempt to get more than 400 freshmen at State teachers college, Morehead, Ky., to recognize, classify and evaluate their reasons for going into teaching. In a number of cases the study proved that the students were much better fitted for and more interested in, other lines of work.

2140. Jones, J. W. A tabular and graphic study of the distribution of term grade in the Indiana state teachers college. 1929. Indiana state teachers college, Terre Haute. 49 p. ms.

2141. King, L. E. Technique of the state teachers college recitation schedule. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 64 p. ms.

2142. Koch, John C. Survey of four-year students in a state teachers' college in regard to guidance factors influencing their selection of professors. Master's thesis, 1929. Bucknell university, Lewisburg, Pa.

2143. Ludeman, W. W. and McAnelly, J. B. Training and experience in teachers college faculties. *Educational administration and supervision*, 16: 130-34, February 1930.

One thousand and sixteen faculty members in 31 teachers colleges scattered over all sections of the United States were studied statistically. Findings: The central tendency in faculty training is the master's degree. The average teaching experience in public school work is higher than college experience. There is a longer average experience background in the education and mathematics departments and in the training school than in other divisions. Teachers college presidents have been choosing faculty members with equal emphasis on public school experience and on advanced training.

2144. Messenger, Helen Robinson. The probability-table, a possible means for the elimination of poor students from teachers' colleges. DeKalb, Ill., Northern Illinois state teachers college, 1930. 84 p. (*Northern Illinois state teachers college quarterly*, vol. 25, no. 3, May 1930)

Bibliography: p. 79-84.

"The purpose of this study is to review and to summarize the results of three years' testing program carried on at the Northern Illinois state teachers college at DeKalb, Ill., and from the results of this program to build a fair, speedy, and simple way to eliminate unpromising students from teachers' colleges." From this study it is clear that teachers' colleges receive poorer students than universities and other colleges; the evidence indicates that teachers' college faculties give too many grades above the average; grades given to poor students are decidedly too high; there is a great waste of time and energy both on the part of the students and teachers before the routine effecting elimination accomplishes results. A possible solution of this problem is suggested.

2145. **Reinhardt, Emma.** Probable future occupations of freshmen in a teachers' college. Doctor's thesis, 1929. University of Illinois, Urbana. Elementary school journal, 30: 200-207, October 1929. (Abstract)

A list of questions was submitted to 408 freshmen in the Eastern Illinois state teachers college in the autumn of 1928 to determine their probable future occupations. Twenty-five per cent of the students expect to make teaching their life work; 48 per cent do not expect to teach for life, the balance are undecided. 213 students mentioned 28 occupations in which they expect to engage after they stop teaching, 78 of them expect to be housewives. Lack of money is the principal reason given for taking up teaching instead of occupations that they prefer. Students decided to teach because of interest in the subjects they expect to teach, desire to earn money to prepare for other occupations, liking for children, need to earn money, and desire to use teaching as a stepping-stone to other occupations. Many students were influenced by the fact that a teacher has good social standing and by their parents' wishes.

2146. **Rhodes, Earl N.** The extent to which graduates from differentiated curricula of teachers colleges teach in their specialized fields. Educational administration and supervision, 15: 667-77, December 1929.

Data have been collected from graduates of the State teachers college at Bloomsburg, Pa. for the years, 1924 through 1928, on the number of pupils in their classrooms, length of school year, total salary, and grade or subjects to be taught during their first year of teaching after graduation. Information was given relative to the preparation of students for specialized teaching positions and the positions which they occupy. Data indicate a surplus of teachers, especially in the primary and intermediate groups; students in specialized fields are teaching in two, or three fields outside their specialized preparation; a shortage of rural teachers; etc.

2147. **Riley, Martin Luther.** Placement, positions, and service years of Mississippi state teachers college graduates. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 113 p. ms.

2148. **Selby, Frances Parlette.** Changes in students' schedules in George Peabody college for teachers. Master's thesis [1930] George Peabody college for teachers, Nashville, Tenn. 62 p. ms.

Findings: Approximately one-fifth of the students enrolled changed programs; the greatest number of changes were made in the fall and summer quarters due to the fact perhaps that these quarters had the largest enrollment. The most significant fact gained from the study was that the greatest number of reasons given by students making changes in schedules represent situations over which the administration of the college could secure control.

2149. **Shannon, J. R.** Teachers college students' estimates of their own scholastic merit. School and society, 30: 275-76, August 24, 1929.

A class of students in secondary education of Indiana state teachers college during a term recently completed rated themselves and each other. The grades given by the students were compared with those given by the instructor. The data seem to indicate that although the instructor is somewhat less merciful in his estimates than are the students, in a large majority of the cases he sees the members of the class as they are seen by other students.

2150. **Thompson, Horace B.** Origin and development of teachers colleges of Texas. Master's thesis, 1929. New York university, New York, N. Y. 24 p.

2151. **Vaughan, Arthur Winn.** State teachers college curricula for the development of teachers of English. Doctor's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. Nashville, Tenn., George Peabody college for teachers, 1929. 92 p. (Contributions to education, no. 69.)

This is an investigation of the present practice in the setting of requirements for English majors in 62 state teachers colleges.

2152. **White, W. C.** A vocational study of the graduates of Moorhead state teachers college. Master's thesis, 1929. University of Minnesota, Minneapolis.

2153. **Whitney, Frederick L. and Goodman, Arthur K.** The relationship of intelligence and classification test scores to mortality and scholastic ratings. 1930. Colorado state teachers college, Greeley. 52 p. ms.

A continuation study of the class of 1931 at Colorado state teachers college.

2154. **Zimbar, Genevieve.** Essential elements in a professional curriculum for the preparation of teachers and directors of physical education in a four-year teachers college. Master's thesis, 1930. New York university, New York, N. Y.

See also 548-549, 850, 1198, 1202, 1397, 1532, 1565, 1656, 1713, 1726, 2056, 2067, 2073, 2085, 2096, 2105, 2109, 2178, 2345, 2391, 2674, 2678, 2786, 3031, 3128, 3349, 3458, 3524, 4055, 4146, 4182, 4190, 4538.

#### PRACTICE TEACHING

2155. **Chrysostom, Sister M.** An evaluation of the current plans for the organization of observation and practice teaching. Master's thesis, 1929. University of Notre Dame, Notre Dame, Ind. 102 p. ms.

This study is an investigation of the requirements of subject matter and professional training in the elementary schools as prescribed by normal schools and colleges in Michigan and schools in other states. The number of term hours required in all schools reveals a great variability. The proportion of time allotted to professional courses is not as great in the four year schools as in the two year schools. In Michigan the proportion of time allotted to professional courses is less than that required in colleges examined outside of Michigan. Practically all teachers' colleges agree on the purpose of student teaching and the activities that compose it. There appears to be a variation as to the amount required. The two types of observation found by the survey are pre-teaching observation and gradual participation. An analysis of the means whereby training teachers attempt to improve the teaching ability of student teachers reveal three types of activities: observation, participation in classroom management, group teaching, and class teaching; individual and group conferences, lesson planning.

2156. **Coyle, Justine.** Activities of and time-distribution of activities of student teachers in high school English. Master's thesis, 1929. Ohio Wesleyan university, Delaware, Ohio.

2157. **Dickinson, Vera L.** An evaluation of the observation and participation course in the teacher training program. Master's thesis, 1930. Ohio state university, Columbus. 113 p. ms.

Criteria for judging the observation and participation course are based upon modern educational theory. A set of criteria for judging the work in observation is evolved. The author suggests ways in which the course might be made more effective for the training of modern elementary teachers.

2158. **Driskill, Mattie Lucille.** An evaluation of plans for directing high school practice teaching. Master's thesis [1930] George Peabody college for teachers, Nashville, Tenn. 125 p. ms.

This study analyzes the various types of plans used by teacher training institutions in the observation and practice teaching course; sets up standards for evaluation from student teacher's viewpoint; evaluates the plans by the standards set up. Findings: The graded exercise and the participation plans are the best.

2159. **Duane, F. (Miss)** An evaluation of practice teaching. Doctor's thesis, 1930. Fordham university, New York, N. Y.

Findings: More time should be allotted to practice teaching in the preparation of teachers.

2160. **Elsa, A. F.** A study of student teaching. Peabody journal of education, 7: 345-50, March 1930.

The purpose of this study was to evaluate a certain type of student or practice teaching in which the cadet was in full charge of the room and did all of the teaching. Under the direction of the State teachers college of Kirksville, Mo. Eight public schools within a radius of 35 miles of Kirksville were chosen for the study. Students, regular teachers, school officers and patrons of the communities where the work was conducted, endorse the cadet teaching and have accepted it as a strengthening factor in their school systems.

2161. **Evans, Howard B.** The administration and supervision of practice teaching at Northwestern university. Master's thesis, 1930. Northwestern university, Evanston, Ill.

2162. **Frasier, Clark M.** Intelligence as a factor in determining student teaching success. *Educational administration and supervision*, 15: 623-29, November 1929.

A comparative study was made of the highest and lowest five per cent groups in intelligence. The first group consisted of 693 students who took the Army alpha intelligence test as part of their entrance examinations at the Lewiston normal school, Lewiston, Idaho, between June 1925 and February 1926. The second group consisted of 406 students who took the Terman mental tests between June 1922 and June 1924. The highest and lowest five per cent for each group were compared. Three other groups of students were studied for a comparison of evidence based on coefficients of correlation. Data indicate that intelligence as measured by standard intelligence tests is not an important factor in determining success in student teaching; that given enough intelligence to graduate from high school, further intelligence has little effect on student teaching success, that success in student teaching is dependent on other factors than intelligence.

2163. **Glaeser, John Henry.** Supervising student teachers in teacher-training institutions. Master's thesis, 1930. University of Chicago, Chicago, Ill.

An investigation of the supervision of student teachers in normal schools and teachers colleges in the United States. Findings: The aims of training schools are chiefly to provide opportunities for observation of superior teaching, practice in lesson planning, an introduction to actual school conditions, experience in teaching, and skill in classroom management; training teachers have not been trained sufficiently in academic work to meet the scholastic standards for accrediting institutions they serve. Student teachers are generally deficient in academic preparation upon entrance to teaching; only 17 per cent of the teacher training institutions require students to teach from the beginning of their practice period. Student teachers have insufficient opportunity to administer diagnostic and standardized tests in their practice teaching; there is little supervision of graduates after they enter the field. Only beginnings have been made in this practice; major difficulties encountered by training teachers are the inadequate preparation of student teachers, the immaturity of the student teachers, and student-teacher disciplinary problems.

2164. **Graves, Marion G.** Observation in teacher training institutions. Master's thesis, 1930. New York university, New York, N. Y. 119 p. ms.

2165. **Hill, L. B.** A plan of directed teaching. *Educational administration and supervision*, 15: 448-52, September 1929.

The directed teaching course, a five hour course including a study of materials and methods, has been in operation at West Virginia university since 1901. The course is based on the proposition that the most effective learning comes by "learning to do by doing." A class is taken over by four directed teachers and a supervisor. While the student-teacher is learning to teach, three others are observing. Responsibility for the progress of the pupils rests upon the supervisor. Classes carried on by the supervisor and his directed pupils parallel classes taught by good or even superior teachers, and compare favorably with them in all reasonable tests.

2166. **Irwin, Alice.** Improvement of practice teaching by means of supervision. Master's thesis, 1930. Northwestern university, Evanston, Ill.

2167. **Klain, Zora.** Student teaching. *Journal of educational research*, 21: 394-401, May 1930.

Gives the results of a questionnaire study made of 131 teacher training institutions regarding student teaching.

2168. **McLaughlin, Daniel.** A study of effectiveness of practice teachers 1930. West Virginia university, Morgantown.

2169. **Maryland state normal school, Towson.** A plan for the closer cooperation of professionalized subject-matter and student-teaching in a normal school. *Educational administration and supervision*, 16: 257-83, April 1930.

The plan which was evolved through the united efforts of the faculty of the school and of four affiliated training centers, gives: the organization as it now operates; mal

steps in its development that have led to its present form; comments on the plan from the point of view of students, faculty, and the authors of the article, problems and questions concerning development in the future.

2170. Mead, A. R. Limited bibliography on laboratory work in preparing teachers. 1929. (Mimeographed and distributed by the Supervisors of student teaching, E. I. F. Williams, secretary, Tiffin, Ohio.)

A third bibliography on observation, participation, student teaching, training schools, etc.

2171. Mead, A. R. and others. Advantages and disadvantages of campus and "off-campus" laboratory schools. Educational administration and supervision, 16: 196-207, March 1930.

A survey was made during 1928-1929, of the existing and needed laboratory school facilities of Ohio Wesleyan university. The possible advantages and disadvantages of the two types of schools were made into a check list which was submitted to nine judges, for checking. Data show that the two types of schools are about equal in the number of advantages and that the greater number of disadvantages inhere in the "off-campus" school. One of the most important services obtained from the laboratory school is the integration of subject-matter, theory and laboratory practice. A campus school with average quality of management will tend to keep theory and subject-matter teachers in contact with actual work problems, provide facilities for checking and evaluating their own work, give opportunities for experimentation and research in educational matters, provide an important agency of integration of theory, subject-matter and practice.

2172. Orr, M. L. The administration of the training school and of student teaching. Educational administration and supervision, 16: 147-51, February 1930.

Four general plans of administration of student teaching and of the training school are in operation in 25 teachers colleges about equally divided as to the size of the student body into large, medium and small colleges.

2173. Paden, Felicia Mary. Aiding student-teachers in the study of children. Master's thesis [1930] George Peabody college for teachers, Nashville, Tenn. 84 p. ms.

A comparison of two years' study of work of 150 children under 60 student teachers (four nine-weeks terms; 15 student teachers each term)

2174. Palmer, Sara G. A comparative study of the achievement of children in training and non-training schools. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. 46 p. University of Pittsburgh bulletin, 27: 352-53, November 1930. (Abstract)

2175. Pittenger, Charles Edgar. A study of results of student teaching as compared with the results of the work of the critic teacher in classes of the same grade of work in the high school, at Muncie, Ind. Master's thesis, 1929. Indiana university, Bloomington. 71 p. ms.

2176. Rasey, Marie and Lessenger, W. E. Comparison of teaching results of practice teachers and regular teachers. 1930. Detroit teachers college, Detroit, Mich.

2177. Searnster, Frederick Channing. The achievement of pupils in public and training schools. Master's thesis, 1930. University of Colorado, Boulder. University of Colorado studies, 18: 103-104, December 1930. (Abstract)

The purpose of this investigation was to determine the relative efficiency of public and training schools as shown by the comparative achievement of pupils attending these schools. Schools in Madison and Watertown, S. D., were used in this study. Data indicate that the public school showed a slight advantage but the similarity in achievement was far greater than the difference.

2178. Sharp, L. A. The use made of the demonstration school by the college teachers of the North Texas state teachers college. Peabody journal of education, 7: 332-36, March 1930.

A study undertaken to discover the extent to which the college teachers use the demonstration school; their interest in using the school; and how the school could be made to

function so as to render the maximum service to the college teachers and their pupils. Data obtained from a questionnaire indicate that more than 82 per cent of those who replied see and feel no need for the demonstration school in giving content courses.

2179. **Wagenhorst, L. H.** The relation between ratings of student-teachers in college and success in first year of teaching. *Educational administration and supervision*, 16: 249-53, April 1930.

The city and county superintendents, under whose supervision the 1927-1928 graduates of the State teachers college, Silppery Rock, Pa., taught, were asked for confidential information as to the type of work the teachers did during their first year of service in the field. Correlations between practice teaching ratings and ratings for the first year of service were low. Evidence seems to point to the fact that intelligence is an insignificant factor in prognosticating teaching success. The author suggests that the names of those first-year graduates who are not doing satisfactory work be sent in three or four months after the opening of school, so that they may be visited by members of the training school staff who would give them counsel and help.

2180. **Whitney, Frederick Lamson and Frasier, Clark Melville.** The relation of intelligence to student teaching success. *Peabody Journal of education*, 8: 3-6, July 1930.

A study was made of students enrolled in the two-year course of Colorado state teachers college who had taken their student teaching in grades 4, 5, and 6. Records of 100 women students of approximately the same age were studied. The study seems to indicate that intelligence tests which are now in use are of little value in predicting student teaching success. There is little relationship between intelligence as measured by the tests used and student teaching success.

2181. **Yeuell, Gladstone H.** A brief survey of practice teaching, observation, and participation in the secondary field of state universities. *High school quarterly*, 17: 184-87, July 1929.

As a result of a questionnaire there was found a great lack of uniformity in practice teaching at state universities. In 34 institutions the number of hours devoted to practice teaching varies from 6 to 180, with the median at 60.

See also 1293, 1672, 2302, 2326, 4127, 4385.

### PROFESSIONAL STATUS OF TEACHERS

2182. **Alabama. Department of education. Division of teacher training, certification and elementary education.** Reprint annual report, 1929. Montgomery, Ala. 47 p.

Includes teacher personnel data relative to turnover, experience, compensation, training and teacher combinations of Alabama public school teachers.

2183. **Anderson, Earl W.** Positions for high-school teachers. *Educational research bulletin* (Ohio state university), 9: 240-47, April 30, 1930.

This study is based upon reports from high-school principals covering the work of three-fourths of all the teachers in the public high schools of Ohio. It brings together information regarding the number of teachers engaged in teaching each of the high-school subjects, the experience of teachers in each of these subjects, and the teaching load of the teachers of each subject.

2184. **Appleman, C. E.** Training, experience, number and combination of subjects taught and salaries of mathematics teachers in non-North central high schools of Michigan. Master's thesis, 1930. University of Michigan, Ann Arbor. 41 p. ms.

This study involves 281 public high schools not on the accredited list of the North central association, and 1,636 teachers. Findings: One-third of the teachers were teaching mathematics; one-third had no degrees; one-third have had less than 10 hours academic preparation in mathematics; four years was average time teachers remained in system; 51 per cent were teaching one other subject in addition to mathematics; etc.

2185. **Arnold, William E.** The status of the Kentucky high school teacher. Master's thesis, 1930. Columbia university, New York, N. Y. 68 p. ms.

A study of teacher training, teaching combinations, community relations, personal factors, etc.

2186. **Barr, A. S. and Rudisill, Mabel.** Inexperienced teachers who fall—and why. *Nation's schools*, 5: 30-34, February 1930.

This study is based on the difficulties met by graduates of the University of Wisconsin during their first and second years of teaching. Data were obtained from a questionnaire sent to graduates of the classes of 1927 and 1928. Difficulties that remained fairly constant for the two year period were conditions of work, motivation, teaching pupils how to study, and the organization of work and teaching materials.

2187. **Beu, F. A.** Do superintendents advise teachers concerning investments? *Nation's schools*, 5: 44-46, March 1930.

A total of 285 replies were received to a questionnaire sent to 300 school superintendents asking what aid they gave their teachers in the matter of investments. Most of the administrators thought that advice regarding investments should be given by a specialist. 115 superintendents gave some aid to their teachers.

2188. **Blom, Victor H.** A study of the teaching personnel of Wyoming county. Master's thesis [1930]. University of Buffalo, Buffalo, N. Y.

2189. **Bogue, Rolland M.** The status of social science teachers in the North central association in Michigan. Master's thesis, 1930. University of Michigan, Ann Arbor. 77 p. ms.

An analysis of the status of 638 social science teachers. Factors considered were educational training, distribution in relation to academic majors and minors taught, teaching load, teaching experience, and salaries.

2190. **Bowden, A. G.** The qualifications of the teachers of New Mexico. *School and society*, 30: 818-24, December 14, 1930.

Data were obtained from teachers in New Mexico showing age, length of service, number of grades taught, tenure, preparation, kind of certificate held, and professional growth. Findings: There is a great diversity in the types of schools in New Mexico and a corresponding inequality in opportunity for the children of the State.

2191. **Brace, David Kingsley.** Number and qualifications of teachers of physical education. 1930. University of Texas, Austin. *The Pentathlon*, September 1929.

2192. **Breitwieser, J. V.** Professors of education. 1929. University of North Dakota, Grand Forks. *School of education record*, 15: 37-42, November 1929.

One hundred leading educators are listed as to age, time of beginning college teaching, highest degrees held and school experience. Findings: The professors begin earlier, more of them have doctorates and they specialize earlier than formerly.

2193. **Bright, Harold.** A study of teaching personnel in Clark county, Ill. Master's thesis, 1929. Indiana state teachers college, Terre Haute. 63 p. ms.

2194. **Brown, Mrs. Clifford John.** A comparative study of the teachers in the public schools of Dallas, Houston, and San Antonio. Master's thesis, 1929. University of Texas, Austin.

2195. **Burford, Mrs. Charlotte S.** Reasons for entering the teaching profession. 1930. Indiana state teachers college, Terre Haute. 40 p. ms.

A compilation of answers from 218 questionnaires on why students enter the profession of teaching.

2196. **Chapman, H. B.** The teaching and supervisory personnel in the Baltimore public schools. 1929. Department of education, Baltimore, Md. 33 p. ms.

An investigation of the sources from which Baltimore principals, teachers, and supervisors were drawn, their education beyond high school, length of service, pre-election service, professional improvement since election, ages and salaries.

2197. **Clark, R. C.** When the teacher is sick. *American school board journal*, 80: 68, 70, June 1930.

A study was made of rules relative to sick leave for teachers in the towns and cities of Connecticut, where it was found that the practices vary.

2198. Combs, William W. A study of the high school English teacher in Mississippi. Master's thesis, 1929. Teachers college, Columbia university, New York, N. Y. 92 p. ms.

2199. Cowden, Sudie E. A descriptive study of the work of helping teachers. Master's thesis, 1930. New York university, New York, N. Y.

2200. Coxe, W. W. and Soper, Wayne W. Study of the high school teacher in New York State. State department of education, Albany, N. Y. Albany, University of the State of New York press, 1930.

A study of training, experience, and salary of high school teachers for various sizes of communities. Majors and minors are compared with subjects taught.

2201. Craig, Noel Edwin. Absences of teachers in the secondary schools of Detroit. Master's thesis, 1930. University of Chicago, Chicago, Ill.

2202. Cuer, Howard A. A study of the experience, training, tenure, and salaries of 175 superintendents of schools in third class cities of Kansas, 1929-1930. Master's thesis, 1930. University of Kansas, Lawrence.

2203. Douglas, Helen M. Comparison of qualifications of regular teachers with art education teachers. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 300 p. ms.

The qualifications of art teachers and other teachers of city schools of the South were studied. Findings: Experience, but no degree is required for elementary teachers. Bachelor's degree and experience is required for junior and senior high schools. Salaries are the same for art teachers as other teachers.

2204. Falk, Rollin M. Provisions for professional gatherings in universities and colleges. Educational research record (University of Nebraska), 2: 32-44, October 1929.

Ninety-seven replies to a questionnaire were received from state universities and colleges all over the United States giving data on professional gatherings and provisions for them. There is a trend in favor of the general professional meeting. All of the ordinary expenses of attending the meetings are usually provided.

2205. Gentry, C. B. Survey of Connecticut natural science teachers, 1929-1930. Connecticut agricultural college, Storrs. 39 p. ms.

Questionnaires were sent to all teachers of natural sciences in high schools (280). 182 replies were received, showing combinations of subjects taught, extracurricular duties of science teachers, science texts and reference books used.

2206. Haggerty, Melvin E. A suggested faculty personnel record form. 1930. University of Minnesota, Minneapolis. 4 p.

Replies were received from 265 colleges and universities in the North central association, giving personnel data which are usually recorded and filed. On the basis of these replies, a suggested form of faculty personnel record was constructed.

2207. Higley, Carl A. A study of commercial teachers' agencies. Master's thesis, 1930. Ohio state university, Columbus. 62 p. ms.

Covers the origin and development of teachers' agencies in this country, their methods of operation, and the extent of their service. Findings: The first such agency was founded in 1846 and there are now 170 of them distributed throughout all the states but 11. They enroll over 250,000 teachers and place one-eighth of this number annually. In other words they fill about one-sixth of all vacancies occurring.

2208. Huffaker, C. L. and Kneeland, Katherine P. The elementary school teacher of Oregon. Eugene, Oreg., University of Oregon, 1929. p. 21-40. (University of Oregon publications, Education series, vol. 2, no. 2)

Data are given concerning the salary, training, experience, and turnover of teachers in the elementary schools of Oregon.

2209. Jaggard, Guy Hathaway. The cost of living of teachers in 62 Kansas communities. Master's thesis, 1929. University of Kansas, Lawrence.

2210. Johnson, C. L. A study of the social status, experience, training, teaching load, and salaries of high school teachers of New Jersey. Master's thesis, 1930. University of Minnesota, Minneapolis.

2211. Jones, Grady E. A study of the high school mathematics teachers of Louisiana. Master's thesis, 1930. George Peabody college for teachers. Nashville, Tenn. 75 p. ms.

Findings: 93 per cent of the teachers hold degrees; two-thirds of them majored or minored in mathematics; science and social science combined most frequently with mathematics as teaching combinations.

2212. Kemp, Wallace R. What do teachers' personnel records indicate? Master's thesis, 1930. University of Michigan, Ann Arbor. 94 p. ms.

An analysis of teaching personnel in Hamtramck, Mich., public schools. Findings: The median age of teachers is 31.6 years; 54 per cent received training in institutions of higher learning outside of the State; 26 per cent were new to the system and had had no previous experience. The teachers have had an average of 15 years of formal education, six years more than their parents. Major reasons given by teachers for choosing teaching as a vocation are enjoyment, livelihood, interest, prestige, growth, training and long vacations.

2213. Kuykendall, Benjamin, jr. A study of the commercial, English, mathematics, and science teachers in the State of Pennsylvania. Master's thesis, 1930. New York university, New York, N. Y. 83 p. ms.

A study of educational qualifications, training, experience, salary, turnover, certificates and subject combinations of teachers in Pennsylvania.

2214. Lefever, Ruth Barnhizer. The status of the married women teachers in the elementary schools of Los Angeles county. Master's thesis, 1930. University of Southern California, Los Angeles. ms.

2215. Leger, Frank W. The status of the teachers of manual arts as determined by training, experience, tenure, salary, teaching load and subject combination in towns and cities in Nebraska of less than 15,000 population. Master's thesis, 1929. University of Nebraska, Lincoln. Educational research record (University of Nebraska), 2: 184-94, April 1930. (Abstract)

A list of teachers of manual arts was obtained from the directories in the State superintendent's office for the years 1912-1913, 1922-1923, 1924-1925, and 1927-1928. These lists were checked to find certain trends.

2216. Long Beach, Calif. Public schools. Department of research. Vacation report for 1929. 5 p. ms.

A report on the summer vacation activities of the 1,076 teachers, principals, and supervisors of the Long Beach city schools. Of this number 22 per cent attended school and 21 per cent travelled.

2217. Lynn, Joseph Victor. A study of certain standards and practices in Iowa concerning teachers of industrial arts in general schools, vocational trade teachers in day and evening schools, and practical shop teachers in continuation part-time schools. Master's thesis, 1930. Pennsylvania state college, State College. 89 p. ms.

A study of the number and variety of subjects, teaching load, mobility and tenure of positions, scholastic preparation, financial compensation, informal professional growth, and teacher training curriculum.

2218. Newton, Mrs. Meda Buskirk. Status of married women teachers in Kansas. Master's thesis, 1930. University of Wichita, Wichita, Kans. 53 p. ms.

2219. Pickett, Julia. The social status of educators in San Diego. Master's thesis, 1930. University of Southern California, Los Angeles. ms.

2220. Planzke, O. H. Report of the committee on teacher welfare in rural schools. Wisconsin teachers association, 1930. (Printed.)

2221. Robinson, H. G. Comparison of efficiency of married and unmarried teachers. 1930. West Virginia university, Morgantown.

2222. Sebring, May. Health expenditures of public school teachers as a factor in salary schedules. Master's thesis, 1930. University of California, Berkeley. 86 p. ms.

Findings: Factors within the teaching profession which seem to be largely responsible for the amount teachers, as individuals, spend for health are length of experience,

teaching load, and teachers salary. Teacher health risks should be reduced by proper adjustment of teacher load and teachers salary, not alone for the sake of the individual teacher, but because of the far-reaching effect of teachers health upon the boys and girls entrusted to their care.

2223. Shannon, J. B. The influence of geographical location of teacher-training institutions on the personnel of high school teachers. *Educational administration and supervision*, 15: 693-97, December, 1930.

Data for this study were taken from the reports of high school principals of Indiana to the State department of public instruction for the school year 1927-1928. Teachers included in the study were reported to be graduates of 37 different colleges or normal schools. The coefficient of correlation between years of experience and miles traveled is very slight, and shows that teachers who drift into the profession because of the circumstance of geographical location of teacher institutions are no less sincere or competent than those coming from greater distances.

2224. Smith, Jeff Frank. A comparison of the high-school teachers of Kentucky and Tennessee as to their qualifications, experience, and salaries. Master's thesis, 1930. University of Chicago, Chicago, Ill.

2225. Thayer, Harry Coulter. Status of teachers in Wisconsin part-time schools of cities under 100,000 population. Master's thesis, 1930. University of Wisconsin, Madison.

2226. Utterback, Carl Perry. An investigation of living costs for teachers in Colorado. Master's thesis, 1930. University of Denver, Denver, Colo. 61 p. ms.

Deals with an investigation carried out with the cooperation of the Colorado education association. The cost of living for teachers is one factor in the problem of state aid for schools which is being studied in Colorado by the Educational finance committee of the Colorado education association under the direction of Dr. Paul E. Mort.

2227. Wahlquist, John Thomas. A study of the social, economic, professional and legal status of the junior college teacher. Doctor's thesis, 1930. University of Cincinnati, Cincinnati, Ohio. 341 p. ms.

2228. Welborn, E. L. What are the causes for the decline in enrollment on elementary teacher training curricula? *Teachers college journal* (Terre Haute, Ind.), 1: 129-31, May 1930.

Replies to a questionnaire received from 75 two-year students and 75 four-year students show that the chief cause of the drift away from elementary teaching is the generally unfavorable position of the elementary teacher as compared with the high school teacher.

2229. Welsh, James W. A brief history of the union movement among teachers in the public school of the United States. Master's thesis, 1930. University of Michigan, Ann Arbor. 144 p. ms.

A study to show concisely, accurately, and in an unbiased manner, the causes, growth, and significance of the unionization among teachers employed in the public elementary and secondary schools of the United States. Findings: The period for forming teachers' unions was from 1902 to 1916; the union in San Antonio was among the first (1902). From 1902 to 1916, 20 organizations in 10 states affiliated with the American federation of teachers.

2230. Wilson, Robert B. Training, salary, tenure, experience, and subject combinations of the science teacher in the accredited public non-North central high schools of Michigan, 1929-1930. Master's thesis, 1930. University of Michigan, Ann Arbor. 45 p. ms.

Findings: Little relation was found to exist between training and salary, tenure and salary, and between training and tenure.

See also 4000, 4063, 4217, 4242, 4411.

#### APPOINTMENT AND TENURE

2231. Alabama education association. Teacher tenure in Alabama's elementary and secondary schools. *Alabama school journal*, 47: 10, 12, 28, 30, February 1930.

2232. **Breckenridge, Elizabeth.** Value of high school grades and intelligence test scores in the selection of prospective teachers. Master's thesis, 1930. New York university, New York, N. Y.

\* 2233. **Brogan, Whit.** The work of placement offices in teacher training institutions. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1930. 97 p. (Contributions to education, no. 434)

Data were collected from 60 state supported teacher training institutions, 71 superintendents of schools, 25 teachers college presidents and normal school principals, and 91 placement office directors. Policies for administration of placement office generally approved by persons assisting in the study were: formulation of standards of eligibility; establishment of registration routine with required registration of all eligible students; free placement service; a placement office responsible for professional history of alumni, and maintaining reciprocal service with those of different training institutions.

2234. **Clement, Evelyn A.** Placement of new teachers in California, 1929-1930. State department of education, Sacramento, Calif. California schools, 1: 178-82, July, 1930.

2235. **Coatney, E. C.** The legal dismissal of teachers. American school board journal, 80: 52-53, April 1930.

Shows the numerous causes and conditions under which teachers may be dismissed from their positions when they are under contract to teach, and also shows some of the things which the courts have held as causes for terminating teachers' contracts.

2236. **Dean, Benwick Galbraith.** Forms of contracts for teachers. University of Pittsburgh school of education journal, 5: 52-57, December 1929.

Forms of contracts were gathered from every available source. Sample forms were received from 42 different states. Several foreign countries described the legal agreement entered into with teachers. State school codes were studied, and court cases examined. On these bases the author proposed a form of contract which is included in the article.

2237. **Franklin, Ray.** What superintendents ask applying teachers. Analysis of application and reference blanks. American school board journal, 80: 51, 142, April 1930.

Application blanks in use in 44 of the largest cities of the United States were analyzed in this study, and suggestions were given for the preparation of blanks which would contain only relevant material.

2238. **Gwydir, Leona O'Connór.** Placement and follow-up service in a teacher training institution. Master's thesis, 1929. New York university, New York, N. Y. 60 p. ms.

2239. **Haig, R. J.** Teacher turnover in South Dakota. Master's thesis, 1930. University of Minnesota, Minneapolis.

2240. **Holmstedt, Raleigh W.** A study of the effects of the New Jersey teacher tenure law. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y.

Data on dismissals, teacher turnover, salary schedules, and administrative policies due to tenure were secured by questionnaire from 79 New Jersey school systems with staffs of less than 350 teachers. Similar data were secured from Connecticut. Information on teaching experience, transiency, and efforts to improve professional service was secured by questionnaire from 1,716 teachers in New Jersey and 1,681 teachers in Connecticut. The investigation shows no evidence that teacher tenure decreases total amount of dismissal; any effect of tenure to decrease turnover has been balanced by other factors; no general tendency was found for teachers to decrease their efforts to improve professionally; teacher tenure tends to make boards of education more reluctant to employ local persons as teachers; elimination of unjust dismissal and protection against political and social attacks are chief values of tenure law.

2241. **Johns, W. B.** The value of the photograph in the selection of teachers. Master's thesis, 1929. University of Nebraska, Lincoln. 48 p. ms. Published

with D. A. Worcester in *Journal of applied psychology*, 14: 54-62, February 1930.

Sets of photographs of teachers were sent to a number of representative men and women engaged in hiring teachers to discover whether the photographs had any value in determining their choice. Replies were received from 148 judges with about 3,500 separate estimates. Conclusions: There is little if any value in a photograph as a means of furnishing information about ability to teach.

2242. Johnson, Baldo B. The hiring of teachers in the small school systems. *American school board journal*, 79: 59-60, 127-28, 130, November 1929.

Answers to a questionnaire were received from 359 superintendents of schools of less than 5,000 population in Minnesota. This article describes the actual practice of teacher hiring as carried on in Minnesota.

2243. Lamb, Earl M. Tenure and turnover of public school superintendents in cities of 2,500 and over. Master's thesis, 1930. University of Iowa, Iowa City. 82 p. ms.

A study of tenure and turnover of public school superintendents since 1900, including all superintendents who were in service in 1900.

2244. Lee, John S. The legal situation regarding the dismissal of teachers and other school officials as determined by law and court cases. Master's thesis, 1930. College of the City of New York, New York, N. Y. 55 p. ms.

A survey of statutory causes, provisions, procedures, etc., of dismissal with reference to prominent court cases.

2245. McCarroll, Elizabeth. A suggested program for cooperative research to aid in the promotion of a central bureau of teacher placement in Ohio. 1929. Ohio state university, Columbus.

Traces the development of teacher placement from individual placement to centralized bureaus for teacher placement. Offers a program of research and suggests two problems, one on teacher testing and another on an activity analysis of an appointment office.

2246. ——— and McCloud, Margaret. Teacher-placement by state agencies. *Educational research bulletin (Ohio state university)*, 9: 247-50, April 30, 1930.

Gives a summary of the types of service given toward the placing of teachers by the various state departments of education and the state teachers associations.

2247. Maddock, W. E. Tenure and salaries of Montana school administrators. *Nation's schools*, 6: 53-57, August 1930.

2248. Moritz, R. D. Report of the department of educational service of the University of Nebraska. *Educational research record (University of Nebraska)*, 2: 49-66, December 1929.

This article describes the work of the Bureau of educational service in helping people trained in the University of Nebraska in securing teaching positions, and in assisting prospective employers in selecting the best trained teachers available. Data were secured from the records of the office.

2249. Moriwaki, Ethel. Note on the comparative validities of judgments of intelligence based on photographs and on interviews. *Journal of applied psychology*, 13: 630-31, December 1929.

A study was made of seven men and eight women students of the Territorial normal school, Honolulu, based on photographs and personal interviews. It was found that judgments of intelligence based on photographs are definitely though slightly better than chance, while judgments based on interviews are noticeably better.

2250. Nelson, M. J. The placement bureau. 1930. Iowa state teachers college, Cedar Falls. 7 p. ms. (Research report, no. 3)

Of 1,863 persons enrolled with the placement bureau, 972 were placed. The combination of subjects called for is sometimes such that, even though the student may have taken the proper major and minor, he will have failed to prepare in another subject to be taught. Information is given in this report concerning the subject combinations for which there is a demand.

2251. **Patterson, John Raymond.** Tenure and post-service status of superintendents of schools in cities 3,000 to 30,000 population census of 1930, period 1900 to 1928. Doctor's thesis, 1929. New York university, New York, N. Y. 163 p.

2252. **Rice, John P.** The selection of teachers by the nonprofessional school official. *American school board journal*, 79: 47-48, August 1929.

A questionnaire containing factors considered in selecting teachers, was sent to township trustees of Indiana, and to school-board members in Illinois. 197 returns were received from trustees and 101 from school-board members. All school officials look for practically the same characteristics in selecting teachers, but the importance assigned the various factors differs with the particular official.

2253. **Sharp, Edward Preston.** Legal issues in the dismissal of teachers. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. *University of Pittsburgh school of education journal*, 5: 124-37, June 1930. (Abstract)

This study takes up the importance of the contract in the dismissal of teachers; the legal statutes in the various states regarding the dismissal of teachers; the use of the discretionary power of school boards in the various states; the legal status of the teacher; and the inherent rights of the teacher.

2254. **Sobey, Christel Lorene A.** Teacher tenure and turnover in the high schools of Los Angeles county from September 1923 to September 1928, inclusive. Master's thesis, 1930. University of Southern California, Los Angeles. ms.

2255. **Stevenson, Fred G.** Study of forms used in making contracts with public-school teachers. *Elementary school journal*, 30: 525-32, March 1930.

Methods used by 462 public-school systems in making contracts with teachers were studied. Forty-two cities, employing nearly one-third of the total number of teachers employed by all the school systems, use no written or printed form of contract in employing teachers. Some school systems use an informal letter offering a position and requiring an informal letter of acceptance to complete the contract, others require a legalistic, two-party agreement form of contract. There is little standardization of contract forms except as required by statute in a very few states.

2256. **Sturtevant, Sarah M., Strang, Ruth, and Hooton, Mary.** Turnover among deans of women. *Personnel journal*, 8: 384-92, April 1930.

A study was made of the turnover rate of deans of women in 374 liberal arts colleges and universities and in 128 normal schools and teachers colleges. Data secured are useful in estimating the probable number of positions available to qualified deans, and in suggesting some of the factors related to turnover in this vocation.

2257. **Weidemann, C. C.** A new type letter of recommendation for teachers. *Educational research record (University of Nebraska)*, 2: 67-71, 74-83, December 1929.

A study was made of the content of 1,250 letters of recommendation written for teachers. Findings: The present method of writing letters of recommendation lacks any degree of standardization:

2258. **White, G. A.** Teachers' contracts in the State of Iowa. Master's thesis, 1930. University of Minnesota, Minneapolis.

See also 89, 2147.

#### CERTIFICATION OF TEACHERS

2259. **Bollinger, Roy Arthur.** Trends in state requirements for the certification of teachers, supervisors, and administrators. Master's thesis, 1930. University of Southern California, Los Angeles. ms.

2260. **Fast, H. E.** A plan for certification of teachers in Ohio. Master's thesis, 1930. Ohio state university, Columbus. 50 p. ms.

This is a study of certification procedure in the United States. Questionnaires were sent to all state departments of education and to 400 scattered county superintendents. A definite trend toward state control of certification and greater specialization of certification was found.

2261. **Kinder, J. S.** Requirements for secondary-school teaching certificates in the case of persons without teaching experience. *School review*, 38: 110-14, January 1930.

A questionnaire was sent to the office of the state department of education in each of the 48 states in an attempt to bring together current practices as regards certification of teachers upon completion of college for high school teaching. The amount of professional work required varies considerably from state to state; the range is from 0 to 24 semester hours. All states allow credit for practice teaching although it may not be required. Twenty-seven states have some type of subject requirement for certification to teach a certain subject.

2262. **Leake, James Donald.** The certification of high school teachers in the United States. Master's thesis, 1930. University of Colorado, Boulder. *University of Colorado studies*, 18: 84-85, December 1930. (Abstract)

This study of certification requirements for high school teachers in the United States has for its purpose the following: to study the various agencies of certifying authority, showing the tendency of centralization within the state department of education; to tabulate the requirements made by the states for high school certificates; to evaluate the present tendencies and make suggestions for a more uniform method of certification for teachers by establishing uniform standards.

2263. **Minnesota.** State department of education. Laws and rules governing certification of teachers, administrators and supervisors. St. Paul, 1929. 16 p.

2264. **North Carolina.** State department of public instruction. Division of finance and statistics. Number and certification of white teachers: 1929-1930. 1930. Raleigh, N. C.

2265. ———— Scholarship of white teachers new to individual counties: 1929-1930. 1930. Raleigh, N. C.

Gives the type of certificate held by white teachers who are new to individual counties.

2266. **Nugent, M. E.** The certification of teachers in North Dakota. Doctor's thesis, 1930. University of North Dakota, University. 184 p.

2267. **Overstreet, John William.** Certification of Mississippi high school teachers. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 79 p. ms.

This study gives a history of certification in Mississippi, a survey of the present situation, and a comparison of Mississippi with a group of selected states. Findings: Mississippi has made steady progress in her certification requirements, but is not quite up to the standards of the more progressive states. She should revise her certification laws and centralize issuing agencies.

2268. **Patterson, Maude Anna.** The certification of art supervisors and teachers in the United States. Master's thesis, 1930. University of Southern California, Los Angeles. ms.

2269. **Peyton, Warren.** History of certification in Kentucky. Frankfort, Ky., State department of education, 1929. 22 p.

2270. **San Francisco, Calif.** Public schools. Department of educational research and service. Certification and training of San Francisco teachers—facts concerning enrollment. 1930. 4 p. (Bulletin no. 12)

2271. **Seymour, Harriet.** The certification of teachers in Kansas. Master's thesis, 1930. University of Kansas, Lawrence.

2272. **Smith, Cassie Lina.** A study of certification of home economics teachers in the South. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 88 p. ms.

2273. **Switzer, Edna.** The trend in the certification of secondary school teachers in the United States. Master's thesis, 1930. Washington university, St. Louis, Mo.

\* 2274. **Tewksbury, Mary Adeline.** Certification of public school teachers in the United States. Master's thesis, 1930. University of Washington, Seattle.

2275. **Texas.** State department of education. Laws, rules, and regulations governing teachers' certificates. Austin, Texas, 1930. 48 p. (Bulletin, vol. 6, no. 1, No. 267)

See also 13, 1915, 2066, 2094, 2213, 3010.

#### IMPROVEMENT OF TEACHERS IN SERVICE

2276. **Bechtel, Helen W.** An attempt to improve lesson planning for teachers in service. Educational method, 9: 545-53. June 1930.

2277. **Beeson, Marvin F.** Extension courses as a means of improving teachers in service. National league of teachers' associations bulletin, November 1929. 3 p.

The article discusses advantages of extension courses for teachers and describes the work of the cooperative extension courses for teachers in Colorado conducted by the University of Colorado, Colorado state teachers college, and Western state college of Colorado, as well as the nature of the work done at the school for public health and social hygiene in Richmond, Va., by the College of William and Mary.

2278. **Bixler, Lorin E.** County teachers' institute and teachers' meetings in Ohio. 1930. Ohio state university, Columbus.

2279. **Chapman, H. B.** Faculty and departmental meetings in secondary schools, August 1, 1929. In Baltimore, Md., Department of education, 100th annual report of the Baltimore board of school commissioners, 1928-1929. p. 66-73.

An investigation of the principal topics considered, including the titles of papers read and studies reported, addresses to faculty members by speakers not on the faculty, and a discussion of various results from such meetings.

\* 2280. **DeLong, Leo Ray.** City school institutes in Pennsylvania: a study of the development and administration of the program of in-service education of teachers, with proposals for improved state control and local administration. Doctor's thesis, 1930. Columbia university, New York, N. Y. Camp Hill, Pa., Ell Ess Dee educational publishers, 1930. 147 p.

City school institutes were studied under the headings of: legal basis and development of city school institutes; development of approved equivalent types of teacher training in-service; evaluation of city institutes by superintendents and teachers; personnel and programs of city school institutes; financing of city school institutes; need for a reconsideration of the standards of state control and local administration. Conclusions: There is need for a critical professional study of the field for in-service and pre-service education of teachers, and for changes in local administration and state control.

2281. **Edeburn, Ralph.** Study to determine the preparation of the teachers in service and teachers in training as related to the teaching of elementary science. Master's thesis, 1930. Cornell university, Ithaca, N. Y. 60 p. ms. Nature almanac, 1930: 129-31.

An examination was made of the records of 1,700 rural New York teachers in service and 58 science teachers in different teacher training institutions. Findings: In general, teachers in training are receiving a better preparation in the field of science education than seems to have been the practice of the 1,700 teachers in service examined. Teachers in service are reported to have had less training to teach science or nature study than to teach language, reading, arithmetic, spelling and geography.

2282. **Evers, Catherine.** Improvement of teachers in service. Doctor's thesis, 1930. Fordham university, New York, N. Y.

2283. **Folger, Ruth A.** Improvement of art teachers in service. Master's thesis, 1929. Teachers college, Columbia university, New York, N. Y. 58 p. ms.

2284. **Gold, Charles Earl.** Teachers' meetings with special references to practices in South Dakota. Master's thesis, 1930. University of South Dakota, Vermillion. 43 p. ms.

2285. **Hoffman, M. David.** The status of voluntary teachers associations in cities of 100,000 population or over. Doctor's thesis, 1929. University of Pennsylvania, Philadelphia. 138 p. ms.

This study is based on data received from 176 associations in 57 cities. General information is presented regarding the associations, such as size and character of membership, number of meetings per year, dues, etc.

2286. **Jaggers, R. E.** Organizing teachers' meetings in county school systems. *Nation's schools*, 4: 21-24, October 1929.

A study was made of teachers' meetings in 50 unselected counties from all parts of the state of Kentucky. Three different types of organization are described in this article in order to illustrate desirable practices.

2287. **Jenkins, A. O.** (Naples, N. Y.) Sabbatical leave of absence in secondary schools. [1930]

Thirty-seven cities in the United States reported a plan of sabbatical leave.

2288. **Kissell, Charles A.** Practices and extent to which these practices are used in the induction of teachers to service in high schools of less than 200 students. Master's thesis, 1930. Pennsylvania state college, State College.

This is a study of 300 high schools in Pennsylvania of the first class of less than 200 students. The principal is the chief source of information concerning the keeping of records, the marking system, and time to be at work in the morning. The teachers class programs are subjects generally discussed at conferences and teachers meetings.

2289. **Littlejohn, William E.** Sabbatical leave in the public school system of the District of Columbia. 1930. United States Bureau of efficiency, Washington, D. C. 15 p. ms.

2290. **Long, Virgil Lewis.** The recognition of teacher travel by boards of education in selected school systems of Nebraska and the United States. Master's thesis, 1929. University of Nebraska, Lincoln. 100 p. ms.

A study of the trend and extent of recognition of teacher travel by boards of education. The evidence as gathered in the study does not justify any final conclusions. Opinions based upon mature judgment and experience together with common practice as presented in this study constitute the best guide on the subject to date. This phase of in-service training for teachers is comparatively new and what has been done in regard to the recognition of teacher travel is hardly a safe criterion to follow. It will doubtless take some time with much experimenting to decide upon a method of recognition which is sane to follow.

2291. **Miller, William Allen.** A history of the Illinois state teachers' association since 1912. Master's thesis, 1930. University of Chicago, Chicago, Ill. 100 p. ms.

The principal subjects discussed are: the bureau of research, the secretaryship, legislative program and activities, the annual meeting and the Illinois teacher, which is the official publication. Points of difference between the state association and the local divisions are given.

2292. **Newman, Ross B.** Training teachers in service to deal with pupils with less than average ability in spelling. Master's thesis, 1930. University of Iowa, Iowa City. 65 p. ms.

2293. **Reynolds, Annie.** Report of the cooperative study of teachers' meetings. In U. S. Bureau of education. Certain phases of rural school supervision. Washington, United States Government printing office, 1929. p. 31-36 (Bulletin, 1929, no. 28)

This article gives the results of a questionnaire sent out to obtain information concerning organization, characteristic program activities, supplementary measures, and time distribution of teachers meetings.

2294. **Russell, Charles.** Westfield conferences for young teachers. *Elementary school journal*, 30: 176-88, November 1929; 256-65, December 1929.

Describes the conferences held by the Massachusetts state normal school at Westfield, as a result of which teachers get a better insight into conditions under which their students have to teach, and can note problems which might have been avoided had teach-

ing been different. Public-school officers have come to realize problems confronting normal schools, and have been able to help in their solution. The conferences give the graduates some appreciation of their success, and send them back to school with greater confidence in their abilities. The substitute teachers return to school with a new understanding of the problems of the teacher who is wholly dependent on herself.

2295. Shipman, Wayne, *Chr.* Sabbatical leave in public schools of Massachusetts. Boston, Massachusetts teachers federation, 1929.

2296. Smith, Ralph Hewett. A study of the value of the Stanford achievement tests in the improvement of teachers in service. Master's thesis, 1929. University of Kansas, Lawrence.

2297. Thompson, J. L. Professional growth of teachers in the system. 1930. Public schools, Newburgh, N. Y. 2 p. ms.

2298. Wenger, Paul G. The status of teachers' meetings in city and exempted village senior and junior high schools in Ohio. Master's thesis, 1930. Ohio state university, Columbus. 125 p. ms.

This is a collection, organization, and summarization of data relative to practices in teachers' meetings and to the preferences of teachers in regard to meetings. Findings: Teachers prefer teachers' meetings that lead to professional improvement. Approximately 75 per cent of the teachers reporting gave the following reasons for unsuccessful teachers' meetings; no definite objectives of meetings, and topics discussed are not of interest and value to all teachers. On the basis of data received, it is suggested that teachers be given more voice in planning the whole teachers' meeting program and that matters of administrative routine be taken care of by bulletins as far as possible.

2299. Wood, Lloyd K. A study of the costs and estimated value of teachers institutes in California. Master's thesis, 1930. University of California, Berkeley. 61 p. ms.

Findings: The California teachers' institute system is costing the people of the State a great deal of money. It includes many features of questionable value, but it has had great professional significance in the past, and its present benefits should not be overlooked. The work of perpetuating its valuable features and of substituting others for its valueless features is one which may well call for the most able efforts of the profession.

2300. Zimmerli, Margaret E. Professional improvement of secondary school teachers through travel. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. University of Pittsburgh bulletin, 27: 414-15, November 1930. (Abstract)

See also 2123, 2238, 2833, 4598.

#### RATING OF TEACHERS AND PROGNOSTIC TESTS

2301. Aberdeen, S. D. Public schools. Tentative teacher rating handbook. [1930] 19 p. ms.

This report is the result of the work of the local council of the National education association. It is the outgrowth of requests for a more objective and comprehensive system of teacher rating in Aberdeen. The report and forms are not to be considered complete or final. The rating sheet is divided into five parts, as follows: personal characteristics, professional qualities, classroom management, instructional skill or technique in teaching, and results with children.

2302. Adams, Edwin W. A qualitative analysis of certain teaching traits. A study of the problem of measuring the efficiency of student teachers engaged in practice teaching. Philadelphia, Pa., Temple university, 1930. 98 p.

2303. Albreast, Matilda. Methods used to evaluate instruction. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 90 p. ms.

A study was made of 19 methods used to evaluate instruction and of 37 school surveys. Findings: The material studied on the methods that have been used to evaluate instruction indicates that educators are very much interested in finding some objective method of rating teaching, but they do not agree as to the method of procedure. The

study of the surveys reveals the fact that almost all of the survey staffs made some attempt to evaluate instruction, and the method most generally used by them was that of general impression.

2304. **Almy, H. C. and Sorenson, Herbert.** A teacher-rating scale of determined reliability and validity. *Educational administration and supervision*, 16: 179-86, March 1930.

In order to obtain a working basis for a rating scale, numerous traits and characteristics considered most important for teaching success were collected from 70 persons engaged in educational work. The 20 traits most frequently mentioned were selected as a basis for the rating scale. 198 ratings were made of 110 practice teachers in the State teachers college of Superior, Wis. These were used as bases for analysis of individual traits as well as calculations of reliability and validity. Each trait is to be scored by a key giving values from 0 to 10, which allows statistical treatment. Reliabilities were obtained from .72 to .94. Validities ranged from .45 to .74 and the trend was entirely consistent with conditions of the various trait measurements.

2305. **Binghamton, N. Y. Department of education. Committee on revision of rating system.** Report of the committee on rating revision. Binghamton, N. Y., 1930. 13 p. (Donald M. Tower, director)

2306. **Boardman, Charles W.** Pupil ratings of high school teachers. 1930. University of Minnesota, Minneapolis. 10 p. ms.

An analysis of four factors affecting pupil judgments of teaching efficiency. Findings: Pupil judgments correlate with supervisors judgments of teachers efficiency to the degree +.56 to +.85. Partial correlation coefficients for the four factors studied which may affect pupil judgments of teaching efficiency were obtained.

2307. ——— Validation of a procedures test as a measure of teaching efficiency. 1930. University of Minnesota, Minneapolis. 15 p. ms.

Findings: Test correlates with the criterion to the extent of +.34.

2308. **Butterworth, Elmer B.** Pupil improvement cost as a measure of teacher efficiency. Master's thesis, 1930. University of Iowa, Iowa-City. 56 p. ms.

2309. **Clem, Orlie M.** My best teacher. *Educational method*, 9: 473-76, May 1930.

In this article the writer gives the reactions of experienced public school teachers. Conclusions: After a lapse of years, personality factors loom large.

2310. ——— What do my students think about my teaching? *School and society*, 31: 96-100, January 18, 1930.

Gives the results of the submission of a check list to 200 students in education at the end of their course.

2311. **Coxe, Warren W. and Orleans, J. S.** Procedure in analyzing prognosis tests. *Journal of educational research*, 22: 36-43, June 1930.

A study of the teachers interest test and the prognosis test for prospective teachers.

2312. ——— Prognosis test of teaching ability. *Yonkers-on-Hudson N. Y. World book company*, 1930. Manual, 12 p.; test, 30 p.

This is a test prepared for use in normal schools in New York State.

2313. **Coy, Genevieve L.** A study of various factors which influence the use of the accomplishment quotient as a measure of teaching efficiency. *Journal of educational research*, 21: 29-42, January 1930.

From this study it is concluded that evaluation and comparison of the efficiency of various teachers in a school system should be based on annual AQ change only when teachers have begun the year with comparable groups, and when the differences found can claim high statistical reliability.

2314. **Denver, Colo. Public schools. Department of research.** How to use preteaching tests. 1929-1930.

2315. **Frank, Emily.** The use of the teacher rating scale as an instrument of supervision. Master's thesis, 1930. Ohio State university, Columbus.

A study of historical background and present trends. A survey was made by questionnaires sent to high schools in Ohio and graduate students in the College of education.

tion of Ohio State university. Findings: The teacher rating scale as an instrument of supervision is used by less than half of the respondents. General use is more tentative than formerly. However, it has been in use about 20 years.

2316. Gilliland, A. B. A critical analysis of the George Washington university teaching aptitude test. *Educational administration and supervision*, 15: 660-66, December 1929.

The study is concerned with the determination of the reliability and validity of the George Washington university teaching aptitude test, designed by F. A. Moss for the purpose of discovering an individual's aptitude for teaching. It claims to measure native capacity and to measure it with adults independent of age or experience. 145 freshman girls with no teaching experience were used in the test. Data indicate that the test has only a fair degree of reliability when measured by correlating the odd with the even scores on the test; the test possesses little validity as a measure of teaching aptitude; it is a better measure of intelligence than of teaching aptitude; it is not a good measure of native teaching ability.

2317. James, H. W. Causes of teacher-failure in Alabama. *Peabody journal of education*, 7: 269-71, March 1930.

Data were secured from college freshmen, teachers, and principals on public school teachers who had failed. The causes of failures of 118 teachers based on a list of 10 items were checked by the college freshmen; 100 teachers were analyzed by teachers. Discipline was given first place by each group; temper was ranked high by students and teachers, but not so high by the principals.

2318. Jones, J. W. An objective measure of elementary teacher-in-training achievement. *Teachers college journal* (Terre Haute, Ind.), 1: 21-25, September 1929.

The study aims to compare the scholastic achievement of the teachers-in-training for the elementary license in the Indiana state teachers college with the achievement of eighth-grade pupils when both groups were measured by the same objective test.

2319. King, James Robert. Pupil ratings of teacher traits. Master's thesis, 1929. University of Colorado, Boulder. 27 p. ms.

Two hundred high school pupils were asked to list traits or characteristics they like best in the teacher in whom they would confide secrets. Findings: Honesty and straightforwardness is most important; patience and understanding, sympathy, not pity, and general character, rank high.

\* 2320. Krieger, Laura B. M. Prediction of success in professional courses for teachers. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1930. 77 p. (Contributions to education, no. 420)

A study of the possibilities of predicting success in a graduate teacher-training institution by means of an examination given at entrance. Reports the relationship between psychological tests and grades in over 50 colleges and universities.

2321. Light, U. L. High-school pupils rate teachers. *School review*, 38: 28-32, January 1930.

Nine hundred pupils in the Barberton high school, Barberton, Ohio, were asked to rate their teachers and express judgments on what they thought were the characteristics of good and poor teachers. The rankings given by the pupils were so much like those given by the superintendent and the principal that it is evident the pupils were accurate in their judgments.

2322. McAfee, L. O. The possibilities of discovering who will make successful teachers. 1929. Louisiana State normal college, Natchitoches. 20 p. ms.

A study of the relative reliability of intelligence test, scholarship, and student teaching; and the degree to which prediction is now possible.

2323. ——— The reliability of the evidence of teaching efficiency obtained in follow-up work. 1929. Louisiana State normal college, Natchitoches. 28 p. ms. *Elementary school journal*, 30: 746-54, June 1930.

A study of the relative reliability of reports from local superintendents and records of evidence obtained in limited visits.

2324. Mead, A. R. Qualities of merit in good and poor teachers. *Journal of educational research*, 20: 239-59, November 1929.

Reprinted, 23 p.

A history of the studies that have been made of the rating of teachers shows a gradual progression away from subjective, undefined procedures, and data towards more objective, more experimental, more scientific procedures, and exact results. It is concluded from this study that there is a tendency to judge personal qualities as of higher value than other types of qualities.

2325. Odenweller, Arthur Leonard. The predictive value of certain traits for effectiveness in teaching. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y.

An intensive study was made of 560 teachers of Cleveland in 25 traits. Data were treated statistically. Various types of relationship as used in this study are more reliable than intelligence tests. Since the methods used are relatively reliable, convenient, and a speedy means of measuring traits of teachers in service, they may have value for rating traits of prospective teachers.

2326. Osborne, Roxie Ellen. A study of rating cards for student teachers. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 92 p. ms.

2327. Peterson, Oda K. and Cook, William A. Score cards and rating sheets in teacher training. *Educational method*, 9: 322-30, March 1930.

The returns to a questionnaire received from 173 teachers' colleges, state normal schools, city normal schools, and colleges and universities during 1928, indicate that colleges and universities not primarily for the training of teachers depend less upon supervisory devices than do normal schools and teachers colleges. 148 of the schools answering the questionnaire use a rating scale to estimate general efficiency in student teaching. Supervisory and rating devices are used more generally and more scientifically in training teachers than on teachers in service.

2328. Reitz, William. Intelligence of teachers. Doctor's thesis, 1930. University of Wisconsin, Madison. 207 p. ms.

A study of about 4,000 measures of intelligence pertaining to prospective and experienced kindergarten, elementary, intermediate, and high-school teachers of Detroit. The measures of intelligence are related to certain training factors, supervisory efficiency ratings over an average period of four years of service, and miscellaneous factors pertaining to teachers such as age, place of birth, sex, marital status, academic degrees held, years of substituting, years of leave of absence, salary, semester hours of education, and resignation. Further comparisons are made of intelligence level of experienced teachers.

2329. Remmers, H. H. To what extent do grades influence student ratings of instructors? *Journal of educational research*, 21: 314-16, April 1930.

Correlation of grades against student ratings for 409 students under 11 different instructors in 17 different classes varying widely in subject matter gives correlations for individual traits of individual instructors varying from  $-.860$  to  $+.890$ . The conclusion is reached that for the average instructor and the average student there is practically no relationship between the student's grades and his judgment of the instructor as recorded on the Purdue rating scale for instructors.

2330. Risser, J. Ray. Some of the qualities of a teacher which are predictive of administrative success. Master's thesis, 1929. University of Southern California, Los Angeles. 106 p. ms. National education association. Department of secondary school principals bulletin, 34:19-21, January 1931. (Abstract)

The problem of this thesis was to determine those factors significant for selection of successful administrators from successful teachers. In attempting to solve this problem, three techniques were used, historical research, personal interviews, and the questionnaire method. Questionnaires were sent to 210 teachers and to 220 superintendents, principals of senior and of junior high schools, and of elementary schools.

2331. Taylor, Howard Rice. Teacher influence on class achievement: a study of the relationship of estimated teaching ability to pupil achievement in

reading and arithmetic. *Genetic psychology monographs*, 7: 81-175, February 1930.

A study of differences in class achievement in arithmetic and reading within each of grades 4-8, inclusive, for nine different schools in a medium-sized city. Five semi-independent estimates were made of the general effectiveness of the teachers who were responsible for class instruction in the various grades of each school during the semester in which the achievements of the pupils were measured.

2332. Torgerson, T. L. The measurement of teaching ability. Doctor's thesis, 1930. University of Wisconsin, Madison. 480 p. ms.

A diagnostic teacher-rating scale, consisting of an objective measure of teacher and pupil activities and a professional information test for elementary teachers was constructed and validated, using gain in pupil achievement as a major criterion and supervisory rankings as a minor criterion of teaching success.

2333. Tyler, R. W. Evaluating the importance of teachers' activities. *Educational administration and supervision*, 16: 287-92, April 1930.

Ratings on the importance of the teaching activities were obtained from professors of education in connection with the Commonwealth study on teacher training. Ratings made by supervisors of practice teaching and instructors of special methods were kept separate from the ratings made by professors of educational theory, educational philosophy or principles of education, of whom there were 25. Ratings were obtained from a large group of secondary-school teachers. All of the ratings were treated statistically. Data indicate that philosophers and teachers vary widely in their evaluations of certain teaching activities.

2334. Ullman, Roy E. The prognostic value of certain factors related to teaching success. Doctor's thesis, 1930. University of Michigan, Ann Arbor. 133 p. (Address: The Author, Ashland college, Ashland, Ohio)

A study of the various items entering into the personal equipment and preparation of prospective teachers. The relationship of each of the items to teaching success was carefully determined.

2335. Waid, Lloyd D. The rating of teachers in service. Master's thesis, 1930. University of Chicago, Chicago, Ill.

A statistical study of teacher's ratings; ratings given the same group of teachers by principals, supervisor, and teachers. Comparisons are made between ratings.

2336. Weber, S. E. Rating teachers and principals to improve their service. *Pittsburgh puts a new slant on the difficult but valuable plan of rating instructors. American school board journal*, 80: 47-49, April 1930.

See also 2179, 2387, 2395.

#### TEACHER LOAD

2337. Anderson, Earl W. Analysis of positions to which beginning teachers were elected. 1929. Ohio state university, Columbus.

A study of the types of positions to which beginners who are graduates of the Ohio state university are elected and an analysis of their duties based on reports from them. Findings: In general, the median beginning teacher teaches at least three subjects, and has the care of two extracurricular duties.

2338. Ayer, Fred C. Computing and adjusting the university teaching load. *Nation's schools*, 4: 26-30, July 1929.

The more important of the basic factors entering into the computation and adjustment of teaching loads are considered in this article.

2339. Beaver, Chester A. Subject combination in high school teacher's programs in South Dakota. Master's thesis, 1930. University of Iowa, Iowa City. 78 p. ms.

2340. Briar, A. Russell. Subject combinations in high school teachers programs. Master's thesis, 1930. University of Iowa, Iowa City. 71 p. ms.

2341. Chapman, Harold B. Pupil-teacher ratio report. 1930. Public schools, Baltimore, Md. 10 p. ms.

A scientific study of ratio of pupils to teachers in the several types of schools.

2342. Cole, Robert D. The high school teaching population of North Dakota. Grand Forks, N. Dak., University of North Dakota, 1929. 50 p. (Bulletin, no. 5, October 1929)

Reviewed in School of education record, February 1930, p. 154-56.

A study of the number of subjects actually taught by high school teachers, the experience, number, and character of subject combinations and extracurricular activities of the teachers.

2343. Doughman, Mrs. Mellie. Subject combinations of high school teachers in Kansas. Master's thesis, 1930. University of Wichita, Wichita, Kans. 79 p. ms.

2344. Foley, Arthur L., chairman. Report of committee on teaching load in colleges. North central association quarterly, 4: 250-57, September 1929.

Nine hundred questionnaires were mailed out to colleges. This article gives the tabulated results from 561 returns.

2345. Friedrich, George. Study of the teaching load of nature and science teachers in teachers' colleges and normal schools with particular emphasis on practices of teaching in the field. 1930. Cornell university, Ithaca, N. Y. Nature almanac, 1930: 119-27.

The average number of classroom hours taught by normal school science teachers is 19.45 per week. In 58.7 per cent of the institutions, supervision of practice teaching in science is not required of the staff. Thirty-one and five-tenths per cent of the schools attain the standard of A-1 rating of 16 hours per week set by the National association of teachers' colleges. Eighty-four and eight-tenths per cent of the schools teach by means of field trips, the average number of field trips being 12.1 per semester, only 38.2 per cent of which have classes of 25 students or less. A heavy teaching load is not a deterrent to teaching by the field method.

2346. Graham, John Franklin. Combinations of subjects taught by the Georgia high-school teacher. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 73 p. ms.

2347. Heiges, J. S. How many and what subjects should a high-school teacher in Pennsylvania be prepared to teach? School review, 38: 286-99, April 1930.

In order that teacher training institutions may give intelligent guidance and make the proper selection of subjects from the standpoint of the prospective teachers, 867 high schools of Pennsylvania were studied, to find out the number of subjects and the combinations of subjects being taught by high-school teachers. Findings: Students preparing to teach in the high schools of Pennsylvania should receive special academic and professional training in two subjects. A table giving combinations of subjects which might serve to guide prospective teachers in their choice of subjects is given.

2348. Hostettler, B. H. A study of the subject combinations taught in the four-year high schools of Illinois. Master's thesis, 1930. University of Illinois, Urbana.

2349. Houston, Texas. Independent school district. The teaching load of high school teachers. Independent school district, Houston, Texas. 10 p. ms. (Research bulletin no. 8111.)

The teaching load can not be definitely evaluated except in extreme cases in which there is only one teacher, such as in Italian or Journalism. Findings: Extracurricular load should be more equally distributed among all the teachers of a given subject or field; separate minimums and maximums for number of pupils should be established for each subject; it should be definitely established that the hours during which pupils are required to report in school are not coterminous with the hours of the principals' or teachers' day; rules and regulations should stipulate the general requirements of each teaching position, approximate size and number of classes, extracurricular work, approximate number of pupils, and other requirements.

2350. Johnson, Axel L. The teaching load of college chemistry instructors. Master's thesis, 1930. New York university, New York, N. Y. 96 p. ms.

This is a survey of the teaching loads of the chemistry instructors of 287 liberal arts colleges in the United States.

2351. New Trier township high school, Winnetka, Ill. Department of reference and research. A study of teaching load and extra duties of teachers for first semester 1929-1930. 1929. 7 p. ms.

2352. Noble, M. C. S., jr. The subject load of teachers and principals in the high schools of North Carolina, 1929-1930. 1930. State department of public instruction, Raleigh, N. C. 18 p. ms.

The study shows the number of persons teaching various subject combinations. The data concern teachers and principals of both races. Tables are also presented showing the number of subjects taught and the number of periods taught per day in rural and urban high schools in North Carolina.

2353. Nuttall, James A. A study of the distribution of the teaching load in the small high schools of the State of Utah. Master's thesis, 1930. Brigham Young university, Provo.

2354. San Francisco, Calif. Public schools. Department of educational research and service. Program problems and practice in senior high schools of San Francisco. 1930. 19 p. (Bulletin no. 15)

By Richard I. Abraham.

A study of the teacher-load in all the senior high schools of San Francisco, during the fall term 1929. It was found that one-half of the San Francisco senior high-school teachers have instructional loads of more than 598 pupil-clock-hours per week, while one-half have less than that amount. The instructional load of 50 per cent of the teachers lies between 671 and 519 pupil-clock-hours, with 25 per cent less than 519 and 25 per cent more than 671 pupil-clock-hours per week.

2355. ———— Teacher load in San Francisco junior high schools, spring term, 1929-1930. 1930. 8 p. (Bulletin no. 14)

The results of this study showed that there is a high degree of variability of periods taught per week among the different junior high school teachers, and that there is a high degree of variability of pupil periods per week among teachers of the same school and among the several junior high schools.

2356. Santa Monica, Calif. City schools. Department of research. Teacher load. 1929. 25 p. ms.

This study contains data regarding the number of pupils assigned per teacher in elementary, junior and senior high schools. Tables were made showing each school, range of grade, number of pupils, number of teachers and the average number of pupils per teacher. A table was also made for the elementary schools (non-platoon grades) showing a distribution of number of pupils per teacher exclusive of teaching principals and special teachers.

2357. Sawyer, R. G. Analysis of Atlanta junior high school shop-teacher's job. 1930. Georgia school of technology, Atlanta. 12 p. ms.

The study was made to determine the exact duties a junior high shop teacher must perform during a teaching year. A total of 461 items or duties was found.

2358. Scott, Dorothy DeLong. The effect of the size of the school on the teaching load of the home economics teacher. Master's thesis, 1929. Ohio state university, Columbus.

2359. Tritt, W. W. Estimating teaching loads by means of subject coefficients. Nation's schools, 5: 61-65, April 1930.

The author attempts to determine subject coefficients which could be used with Harl B. Douglass' formula by which the teaching load in the high schools might be measured. The subject coefficients were tried out with the 91 members of the faculty of Belmont high school, Los Angeles.

2360. Waehler, L. A. Does the high school teacher do too much clerical work? Nation's schools, 4: 49-53, October 1929.

A study of the clerical work done by 79 teachers in high schools of more than 1,200 enrollment. Teachers reporting are far from being in agreement as to the extent of the clerical burden.

See also 1905, 2183, 2189, 2210, 2215, 2217, 2409, 2413, 2518, 2775, 4069.

## TEACHER SUPPLY

2361. **Ambrose, Brother.** Stimulating vocations to the teaching brotherhoods. Master's thesis, 1929. Catholic university of America, Washington, D. C. 41 p. ms.

2362. **Anderson, Earl W.** A study in supply and demand. Educational research bulletin (Ohio State university), 8: 399-403, December 4, 1929.  
A study of the oversupply of English teachers in Ohio.

2363. **Clement, Evelyn A.** The supply and demand of teachers in California, 1928-1930. State department of education, Sacramento, Calif. California schools, 1: 154-64, June 1930.

From this study it was found that the total excess of supply over demand for teachers in California during 1928-1930 was 1,248 teachers.

2364. **Devricks, Robert K.** Freshmen college enrollments in Indiana on teacher training courses. Teachers college journal, 1: 83-85, January 1930.

A study of enrollments in teacher training courses from the point of view of supply and demand.

2365. **Fife, Ray.** A study of teacher supply in vocational agriculture for 13 North central states. [1929] State department of education, Columbus, Ohio.

2366. **Magee, H. J.** Demand for special teachers of physical education, music and drawing. 1930. State department of education, Albany, N. Y.

2367. **Mushlitz, Manford Eugene.** Are there too many teachers? Master's thesis, 1930. Stanford university, Stanford University, Calif.

2368. **Neuner, John J. W.** A study of the supply and demand of teachers of commercial subjects in the public day high schools in New York State, exclusive of New York City, for the year 1926-1927. Doctor's thesis, 1929. New York university, New York, N. Y.

2369. **Overn, Alfred Victor.** Indices of supply and demand of teachers in Minnesota. Doctor's thesis, 1930. University of Minnesota, Minneapolis. 884 p. ms. (To be published by University of Minnesota press, Minneapolis, 1931. About 300 p.)

A study of calculated trends in the demand for teachers of each activity in high school and all elementary grades for 11 years for all schools in the State, outside of the three largest cities. Demand was treated quantitatively and supply qualitatively. Certain samplings were validated statistically. An oversupply was indicated for many activities; for other activities temporary saturation points of the demand were not yet in evidence.

2370. **Planzke, O. H. and Doudna, Edgar G.** The training and work of high school teachers in Wisconsin in new positions. Madison, Wis., State department of education, 1930. 16 p.

A statistical study of new teachers in Wisconsin for the first semester of the year 1929-1930. A study in the field of supply and demand.

2371. **Shambaugh, Charles Gilbert.** Issues bearing upon the demand for teachers in California. Doctor's thesis, 1930. Stanford university, Stanford University, Calif.

2372. **Ullrich, Felix H.** The supply and demand of teachers in the State of Texas. Master's thesis, 1929. University of Texas, Austin.

Data show an oversupply of high school and elementary teachers and of persons seeking superintendencies.

2373. **Vance, John Q.** Contribution of the teacher-training agencies in Tennessee toward supplying the demand for trained teachers in the State. Peabody journal of education, 7: 272-80, March 1930.

The enrollment of students in white teacher training institutions in Tennessee was studied for the year 1926-1927 for the winter and summer sessions. A study was also made of the certificates issued to these students and to those from institutions outside the State in 1927. 2,016 trained white elementary teachers were needed in Tennessee in 1927. The training agencies of the State were able to supply 1,989 teachers.

2374. Woodward, Clair L. The junior colleges of Iowa as a source of teacher supply for the year of 1928. Master's thesis, 1929. University of Iowa, Iowa City. 79 p. ms.

## TEACHERS' PENSIONS

2375. Carpenter, Edward Huger. An evaluation of the Indiana state teacher retirement system, based on a study of annuitants. Master's thesis, 1930. Indiana university, Bloomington. 119 p. ms.

2376. Heron, Alexander B., and others. Report of the California public school teachers' retirement salary commission. Sacramento, California state printing office, 1929. 64 p.

A study of existing conditions in the State in regard to teachers' pensions and recommendations for improving the situation.

2377. National education association. Research division. Group insurance for teachers. Washington, D. C., 1930. 8 p. (Studies in State educational administration, no. 3, February 1930)

Shows the activities of teachers organizations and contains an annotated bibliography.

2378. Pritchett, Henry S. The social philosophy of pensions, with a review of existing pension systems for professional groups. New York, N. Y., Carnegie foundation for the advancement of teaching, 1930. 85 p.

Deals with the rise of pension systems in the United States; pensions as retired pay; the part of the actuary in creating and operating a pension system; the economic and social philosophy underlying a sound pension system; and retired pay systems for college teachers and public school teachers.

2379. Roller, Charles Theodore. The legal status of retirement systems. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. University of Pittsburgh bulletin, 27: 365-66, November 1930. (Abstract)

2380. Smith, Ilse M. Teacher retirement in theory and practice. Master's thesis, 1930. Teachers college, Columbia university, New York, N. Y. 172 p. ms.

An analysis of teacher retirement legislation in the United States and teacher retirement literature in relation to 16 fundamental problems.

2381. Staffelbach, Elmer H. Retirement salaries: the differential principle. Sierra educational news, 26: 28-32, January 1930.

The author studied teachers salaries and their purchasing power for the years 1890 to 1925. He favors the use of the differential principle in the payment of retirement salaries because a retirement allowance based on some form of salary differential would better serve the purposes of the retirement law, in that it would more nearly meet the needs of the superannuated members of the profession.

2382. Thomson, Andrew Clinton. Desirability and feasibility of group insurance for California teachers. Master's thesis, 1930. University of Southern California, Los Angeles. ms.

## TEACHER'S PERSONALITY

2383. Baldwin, H. Wayland. The influence of personality on success in teaching. Master's thesis, 1930. University of Southern California, Los Angeles. ms.

2384. Birkelo, Carl P. What characteristics in teachers impress themselves most upon elementary and high school students? Educational administration and supervision, 15: 453-56, September 1929.

Data received from a questionnaire sent to 614 college students indicate that public school pupils are impressed by the genuine and real qualities possessed by their instructors; and that they recognize genuine teaching ability. Power to inspire the student, enthusiasm for work, a sympathetic attitude and a pleasing personality are qualities which attract the students.

2385. Callaway, James F. Teacher qualities desired by superintendents of Nebraska. Master's thesis, 1930. University of Nebraska, Lincoln. 90 p. ms.

Opinions were obtained from 160 superintendents of Nebraska and a study made of qualities sought by 89 application blanks and 69 reference sheets. Findings: Superintendents of Nebraska emphasize personality, scholarship, successful experience, morality, leadership, sympathy, judgment, ambition, cooperation, ability and discipline, enthusiasm, and interest.

2386. Diener, Harry C. Study of behavior of high school teachers. Master's thesis, 1930. Cornell university, Ithaca, N. Y. 67 p. ms.

This study is based on questionnaires sent to superintendents of cities of 5,000 to 10,000 population. 201 returns were received, covering 4,485 teachers. Findings: A behavior code seems essential, especially for inexperienced teachers.

2387. Flory, Charles D. Personality rating of prospective teachers. Educational administration and supervision, 16: 135-43, February 1930.

Ninety-nine students of psychology at Manchester college, Ind., and 35 students in the introduction to education class at Park college were the subjects of this experiment. Findings: Students tend to agree fairly well on the traits which are necessary for successful teachers. There is a positive and significant relationship between the personality scores as determined by self-rating and the average rating of both two and five intimate friends.

2388. Jones, Vernon. Disagreement among teachers as to right and wrong. Teachers college record, 31: 24-36, October 1929.

A sampling of 118 adults, 82 experienced teachers and 36 juniors and seniors in college who were taking courses in Education, were used in this study. It was found that there is a great difference of opinion among teachers in regard to what is right and what is wrong. They do not agree in their "ideals," and they do not agree on what the "accepted standards" are.

2389. Jordan, Floyd. A study of personal and social traits in relation to high school teaching. Journal of educational sociology, 3: 27-43, September 1929.

Gives the opinions of 150 high school seniors, 120 teachers, 100 supervisors, and 100 school patrons on the significance of certain social and personal traits in relation to high school teaching.

2390. Pen portraits of 14 superior teachers. Los Angeles principals describe some of the city's outstanding instructors. American school board journal, 79: 35-36, 136, October 1929.

A study was made of the characteristics which distinguish the superior teacher in the minds of the principals and supervisors of Los Angeles.

2391. Tyler, Henry T. A study of the bearing of certain personality factors other than intelligence upon academic success at Teachers college. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y.

Teachers College students who were candidates for degrees, or who had completed eight or more points of academic work during the semester were rated on the SOGI scales, a test of personality. One thousand, three hundred and sixty-four completed scales were available for the study. The investigation shows a new test technique by means of which aspects of personality almost wholly unrelated to intelligence but playing a part in academic and other types of success may be measured with a high degree of reliability. After further research SOGI technique may be made a valuable addition to the rapidly growing personality measurement movement. It has afforded valuable glimpses into the tangle of factors which comprise personality.

#### TEACHERS' SALARIES

2392. Alhambra, Calif. City schools. Department of educational research and guidance. Salary study. 1930. 15 p. ms.

2393. Anderson, Earl W. and Stubbs, Esther M. Salaries of inexperienced teachers. Educational research bulletin (Ohio state university), 8: 289-94, September 25, 1929.

The data for this study were compiled from the reports for 1928-1929, which covered 90 per cent of all public junior and senior high schools of Ohio. Inexperienced teachers

were defined as those who had had no regular teaching experience previous to September 1928. The median salary for all inexperienced teachers in the State for the year was \$1,292.

2394. **Beck, E. W.** The relation of college grades to teaching salaries for Bemidji graduates. 1930. State teachers college, Bemidji, Minn.

This study gives the results of a questionnaire sent to all graduates of Bemidji state teachers college over the 10 year period since its establishment. Findings: When divided into quartiles, the average and median salaries for each quartile were higher than those in the lower ones.

2395. **Blom, E. C., White, Dorothy, and Moderow, Gertrude.** The operation of the Louisville salary schedule. 1930. Public schools, Louisville, Ky. 22 p. ms.

This study shows the results of the operation of the single salary schedule adopted by the board of education of Louisville in June 1926. It also gives data on teacher ratings.

2396. **Bradley, J. H.** A salary study. 1929. Public schools, Modesto, Calif. 20 p. ms.

2397. **Clark, R. C.** Principles of advancing the salary of teachers. American school board journal, 80: 41-42, March 1930; 50, 142, April 1930.

A study was made of the various systems used in increasing the salaries of teachers based on education, length of service, and teaching experience.

2398. ——— Principles underlying the minimum teachers' salary. American school board journal, 80: 55-56, February 1930.

The author discusses critically the principles used in determining the minimum or basic salary. The conclusions are based on his experience as an administrator, a careful study of the available literature, and a first-hand study of many schedules actually in operation.

2399. **Colton, Albert S., chairman.** Report of the California teachers association committee on teachers salaries. San Francisco, California teachers association, 1930. 12 p.

Reprinted from the Sierra educational news, June 1930. •

2400. **Dalthorp, Charles J.** A brief survey of teachers salaries, per capita costs, and the personnel of teaching and supervisory staffs in the Aberdeen city schools, Aberdeen, S. D. Aberdeen, S. Dak., Public schools, 1929. 60 p. ms.

2401. **Davis, H. H.** Salary base for clerk treasurers of boards of education. State department of education, Columbus, Ohio. [1930]

2402. **Denver, Colo. Public schools.** Department of research. Salaries of deputy and assistant superintendents, heads of department, and principals. 1930. 21 p. ms.

The study gives tables showing comparative salaries in 24 northern cities. Findings: Denver salaries for directors are the same as for 24 northern cities. Denver principals are better paid than are principals in the 24 northern cities studied.

2403. ——— Salaries of retiring Denver teachers since 1924. 1930. 4 p. ms.

Findings: Salaries of retiring teachers are from \$400 to \$500 higher than for entering teachers.

2404. **Grimm, L. B.** Regulation of teachers' salaries by state authority. 1929. Illinois state teachers association, Springfield. 13 p. ms.

The requirements of states relative to state-wide salary schedules and minimum salary laws are outlined in this study.

2405. **Hart, F. W. and Peterson, L. H.** Professional salary scale forms. American school board journal, 80: 42-43, June 1930. •

The authors describe the principles adopted or developed in the San Francisco salary survey.

2406. **Hathaway, Arthur H.** Should there be salary distinctions between men and women teachers? *American school board journal*, 79: 45-46, July 1929.

A study was made of the wages of men and women engaged in 16 manufacturing occupations throughout the United States, from data published in the Monthly labor review of the United States Bureau of labor statistics. Data indicate that because there is little difference in salary between men and women teachers, men are being forced out of the teaching profession, into administrative positions where they can receive higher salaries.

2407. **Hebb, Bertha Y.** Comparison of salaries of city school superintendents, 1913, 1921, and 1928-1929. *American school board journal*, 79: 38, August, 1929.

Data presented give the salaries of superintendents of schools in 58 cities having a population of 100,000 and over for the years 1913 and 1928-1929, and the salaries of superintendents of 56 cities for the year 1921.

2408. **Hood, Helen Vander Veer.** Salary study. 1930. Public schools, Alhambra, Calif. 19 p. ms.

2409. **Hughes, W. Hardin.** The instructional staff. Salaries, training, and teaching loads comparatively treated. Pasadena, Calif., Public schools, 1929. 4 p. (Administrative research series, 1929. Monograph, no. 2)

Illustrated by numerous charts and tables.

2410. **Illinois state teachers association.** Department of research and statistics. The regulation of salaries of teachers by state authority. 1929. 13 p. ms. *Illinois teacher*, 18: 314-18, May 1930.

Gives the results of a questionnaire sent to the state departments of education of 47 states requesting information concerning minimum salary regulations.

2411. ———. Teachers' salaries in Illinois. November 1929. 53 p. ms. *Illinois teacher*, (Springfield, Ill.), 18: 132-35, January; 216-19, March 1930.

Conclusions: In comparison with other wage groups teachers are underpaid. Teachers wages in Illinois do not in general compare favorably with those paid in corresponding positions in such states as California, New York, New Jersey, Indiana, Massachusetts, Pennsylvania, and other leading states. Low wages are found where low educational standards are permitted; etc.

2412. **Kezer, C. L.** Relation of principals' salaries to the superintendents' salary. 1930. Oklahoma agricultural and mechanical college, Stillwater. 5 p. ms.

A comparison was made of salaries in 302 independent districts of Oklahoma; showing high salary, low salary and median for each level of superintendent's salary. Findings: Principals' salaries average about two-thirds that of the superintendent. There is much variation. Some are principal in name only.

2413. **Kratt, Edwin L.** Salaries, teaching load and personal data of California rural high school teachers. Master's thesis, 1929. Stanford university, Stanford University, Calif. 150 p. ms.

The study includes the following: a comparison of the size of California rural high schools with those of neighboring states, both as to number of pupils and teachers employed; salaries of rural high school teachers; comparison of salaries of married and single teachers; teaching load; personal data as type of professional and non-professional reading—books and magazines; number belonging to professional organizations—also non-professional; number attending institutes and conventions; other indication of professional growth; also the amount of time spent by teachers in supervision of extracurricular activities.

2414. **McCormick, Luther Bartlett.** Salaries of high school teachers in South Carolina in 1926-1927. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 46 p. ms.

2415. **Macklin, John D.** A salary schedule for clerks of boards of education in state aid rural and village school districts of Ohio. Master's thesis (1930) Ohio state university, Columbus. 40 p. ms.

This is an investigation into present salary conditions in Ohio rural and village school districts, an analysis of salaries authorized by statutes of Ohio and other states, and

questionnaire study to determine the increase paid Ohio clerks of boards during a building program. A salary schedule is set up, based on the findings of the study.

2416. **Massachusetts teachers federation.** Salaries of the teachers in public day schools of Massachusetts. Common ground, 9: 246-65, March 1930.

\* 2417. **Morris, Lyle L.** The single salary schedule. An analysis and an evaluation. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1930. 79 p. (Contributions to education, no. 413)

Answers to the following questions were sought: (1) What is the effect of the single salary schedule upon the training of teachers? (2) What measures other than training and experience are used and how are they used? (3) How does the amount expended for teachers' salaries in single salary cities compare with that in regular cities? and (4) What are the administrative problems involved? When the two groups of cities were compared in respect to the training of the teachers, it was found that the elementary teachers of the single salary cities were better trained than were those of the regular salary cities.

2418. **National education association. Research division.** Tabulations III-B. Salaries paid school administrative and supervisory officers, 1928-1929, 308 cities 10,000 to 30,000 in population, Washington, D. C., National education association, 1929.

2419. ———— Tabulations IV-B. Salaries paid school administrative and supervisory officers, 1928-1929, 342 cities 5,000 to 10,000 in population, Washington, D. C., National education association, 1929.

2420. ———— Tabulations V-A. Salaries paid teachers, principals and certain other school employees, 1928-1929, 514 cities 2,500 to 5,000 in population, Washington, D. C., National education association, 1929.

2421. ———— Tabulations V-B. Salaries paid school administrative and supervisory officers, 1928-1929, 514 cities 2,500 to 5,000 in population, Washington, D. C., National education association, 1929.

2422. **Noble, M. C. S., jr.** Teacher salaries in the United States. 1930. State department of public instruction, Raleigh, N. C. 100 p. ms.

An analysis of the salaries paid teachers and other school officials in the separate states.

2423. **North Carolina. State department of public instruction, Raleigh.** Comparison of salary cost (State schedule) 1929-1930. 1930.

This is a comparison of salary cost (white, colored, both races) with the State schedule for the actual term (1929-1930) not exceeding eight months with a uniform eight months' term.

2424. ———— Number and salaries of white principals: 1929-1930. 1930.

This study shows the number and salaries of white principals in North Carolina in terms of the State salary schedule.

2425. ———— Number and salaries of white teachers by counties: 1929-1930. 1930.

2426. ———— Salaries of superintendents. 1930. 6 p. ms.

Gives budgeted salaries of superintendents in rural and special charter schools; and per pupil cost of same.

2427. **Schuknecht, Lester.** (South Glens Falls, N. Y.) Salary schedules of schools in New York State. (Outside of cities) [1930]

2428. **Sibert, Omer Earl.** Effects of training and experience on the salaries of public school administrators in Ohio. Master's thesis, 1930. Ohio state university, Columbus. 121 p. ms.

2429. **Soper, Wayne W.** Salaries of teachers in New York State. 1930. State department of education, Albany, N. Y. 6 p. ms.

Analysis of salary data reported to the department by New York state superintendents.

2430. **Spencer, Paul R.** A state minimum teachers' salary schedule. Doctor's thesis, 1929. Teachers college, Columbia university, New York, N. Y.

This study presents a technique by which a state may define its minimum program as to teacher training and experience. It presents a technique by which the cost of such a program, so far as teachers are concerned, can be equalized through a state minimum salary schedule with corrections for variations in living costs throughout the state. Data were secured for the most part from Florida.

2431. **Standiford, Francis Wilbur.** Principles of salary schedules in cities of 20,000 to 50,000. Master's thesis, 1930. University of Chicago, Chicago, Ill. 110 p. ms.

This is a study of the principles of formulation of salary schedules in 245 cities of 20,000 to 50,000. Conclusions are made with regard to economic principles, influence of current practice, principles designed to secure competent and adequately trained recruits to the teaching staff, and principles designed to retain competent and well trained employees and insure improvement in service.

2432. **Thompson, Roger M.** Teachers salaries 1929-1930. 1930. State board of education, Hartford, Conn. 21 p. ms.

2433. **Tracy, Bettie M.** Salaries in junior high school. 1930. Public schools, Wheeling, West Va. 7 p. ms.

2434. **Washington, D. C.** Public schools. Report of investigation of methods of payment of public school salaries in large cities. 1929. 14 p. ms.

Results from a questionnaire sent to 40 cities with populations over 100,000, show that there is little uniformity in the method of salary payment in the large cities selected for study. There is a great diversity in the methods of payment of various types of employees within a city system. The prevalent practice is to make monthly payments to officials, teachers, and clerks and semimonthly payments to custodians. The most frequent practice is to make payments on a 12-month basis to officers, custodians and clerks but on a school-month basis to teachers.

See also 13, 114, 1905, 1936, 2182, 2184, 2189, 2200, 2208, 2210, 2213, 2215, 2222, 2224, 2230, 2518, 2582, 2873.

### HIGHER EDUCATION

2435. **Anderson, Winslow S.** The Rollins college conference plan. 1929. Rollins college, Winter Park, Fla.

2436. **Anthony, Ann.** The degree of correlation between the intelligence quotients of students in Hunter college and their academic ratings in majors and minors. Doctor's thesis, 1929. New York university, New York, N. Y.

2437. **Arnold, Henry J.** An analysis of some of the elements in the previous preparation of college students and the relation of these elements to academic standing. Doctor's thesis, 1929. Ohio state university, Columbus.

2438. **Bartlett, Katherine.** A racial classification of college students. Master's thesis, 1930. University of Denver, Denver, Colo. 115 p. ms.

In this study measurements were taken on 200 University of Denver students and a comparison was made when possible with the corresponding measurements of 100 Smith college women.

2439. **Benner, Thomas E.** College and university publicity. Teachers college record, 31: 422-29, February 1930.

Gives the results of a questionnaire sent to more than 300 colleges and universities. Seventy-five per cent of the 48 colleges and universities supported by public funds and 72 per cent of the 71 privately supported institutions who replied to the questionnaire employ an official specifically responsible for the betterment of the institution's public relations.

2440. **Bird, Joseph W.** A study of faculty control in state universities in the United States. Doctor's thesis [1930] New York university, New York, N. Y.

Findings: Faculties take care of educational policies. Presidents take care of business policies. There is cooperation between the president and his faculties.

2441. **Blume, C. J. M.** The growth and the development of 16 institutions of higher learning in the State of Virginia (1910-1928). Master's thesis, 1929. University of Virginia, Charlottesville.

The study is a statistical summary of 16 institutions of higher learning, for a period of 18 years including data as to endowment, buildings, equipment, faculty, salaries, and the courses offered.

2442. **Boyer, Carl Wright.** The psychology of the college student who is scholastically deficient. Doctor's thesis, 1930. New York university, New York, N. Y. 224 p.

This study is a partial case history and statistical method of determining causes, and suggestions for remedial measures.

2443. **Brandenburg, G. C.** The relation between college success and certain later activities. 1929. Purdue university, Lafayette, Ind. 25 p. ms.

Data indicate that business and industry stress personality much more than scholarship or sheer intellectuality.

2444. **Bridgman, Donald S.** Success in college and business. *Personnel Journal*, 9: 1-9, June 1930.

The article gives the results of studies of the success of 1,310 college graduates in the Bell telephone system in relation to a number of factors in their college life. Data indicate that high scholarship, substantial campus achievement, early graduation and immediate employment in the Bell system are favorable factors for success in its work.

2445. **Brown, Herbert C.** The specific requirements of 49 colleges and universities of the units required by them for entrance. 1930. George Washington university, Washington, D. C. 43 p. ms.

It was found that requirements are more liberal than in the past. The work done in preparation for college must be intensive and specific.

2446. **Brown, Ruth A.** A study of high school and first semester college records of freshmen entering 20 colleges and universities in Michigan in the fall of 1928. *In Michigan schoolmasters' club. Journal*, 1930. p. 315-30. (University of Michigan official publications, vol. 32, no. 8, July 26, 1930)

Data cover 5,380 freshmen enrolling in 20 Michigan universities and colleges and coming from 753 different preparatory schools.

2447. **Brown university. Survey committee.** Report. Providence, The University, 1930. 143 p. (Bulletin, vol. 27, no. 6)

Survey committee: Samuel Paul Capen, Luther P. Eisenhart, Guy Stanton Ford.

2448. **Buffalo. University.** The new curriculum of the college of the University of Buffalo, and some of its effects. *In Buffalo. University. Reports of the chancellor, treasurer, and the other administrative officers*, 1929. p. 77-84.

2449. **Bush, Ralph H.** Overlapping of high school and college courses. *California quarterly of secondary education*, 5: 329-30, June 1930.

Several experiments carried on in different colleges in history, chemistry, and other subjects show overlapping courses taken by college students in their last two years in high school and their freshman year in college.

2450. **Byrns, Ruth.** Concerning college grades. *School and society*, 31: 84-86, May 17, 1930.

This study was based on the grades of the undergraduate student body at the University of Wisconsin, and extended over a period of eight semesters. The scholastic average of women students is significantly higher than that of the men students. Women who are members of sororities rank above women who are not affiliated with sororities. Fraternity members rank higher than non-fraternity members. Men and women who live in the dormitories which are under the jurisdiction of university officials receive lower grades than men and women who are living in houses maintained by the student groups. Grades in each group tend to be higher in the second semester of each year than they were in the first semester. Scholastic relationships between the various groups were constant throughout the eight semesters considered.

2451. Carnegie foundation for the advancement of teaching in cooperation with the Joint commission of the Association of Pennsylvania college presidents and the State department of public instruction. Study of the relations of secondary and higher education in Pennsylvania. The college and the freshman. New York, N. Y., 1930. 48 p. (Progress report 2)

In dealing with the problem of the nature and extent of the personal contact between the freshman and his college teachers, Pennsylvania has tried freshman advisers and freshman tutors or preceptors with definite functions and techniques. The appendix gives contributions to an outline of material for tutorial conferences from the standpoint of the student and of the college. Data indicate that the freshman tutor is a great aid to the student in initiating him into college life, and in giving him the courage and the impulse to make the most of it.

2452. Clark, Alice Beulah. An analytical study of good and poor students among college freshmen. Master's thesis, 1930. Oklahoma agricultural and mechanical college, Stillwater.

2453. Constance, Clifford L. Greeks of the campus. School and society, 30: 409-14, September 21, 1929.

Reports a brief statistical investigation of fraternities at the University of Oregon, based on records of freshmen matriculating in the fall terms of 1927 and 1928. For men there is no apparent difference in fraternity and non-fraternity groups on the basis of psychological test scores. The sorority group is superior in test score over the non-sorority group. From high school records, there is a uniform superiority of freshmen outside the houses over their fellow classmen within them. Fraternity men, on the average, secure better grades in the university. Freshmen in fraternities at the University of Oregon secure higher grades—in proportion to their abilities as measured by psychological test and high school grades—than do the non-fraternity freshmen.

2454. Cotterman, H. F. Student adjustment in recent programs in higher education. Doctor's thesis, 1930. American university, Washington, D. C.

Analysis of the functions of the college years in representative and experimental programs of higher education developed in recent years.

2455. Cowen, Philip A. The college tuition fee in relation to current income. Doctor's thesis, 1929. New York university, New York, N. Y. 141 p.

2456. Cowley, W. H. Freshman admissions form. Columbus, Ohio state university, 1930. 10 p.

2457. Crago, Alfred. A study of emotional maladjustments of a group of university students. Doctor's thesis, 1930. University of Iowa, Iowa City 335 p. ms. \*

2458. Crawford, Albert Beecher. Forecasting freshman achievement. School and society, 31: 125-32, January 25, 1930.

An analysis of a rather comprehensive investigation in progress for the last three years at Yale university, concerning the prediction of freshman scholarship. All candidates for admission are required to take the scholastic aptitude test. Scholastic potentialities of entering freshmen are effectively predicted from a weighted combination of various pre-matriculation data. More than two-thirds of the individual predictions for last year's freshman class differed by not more than four points from the students' actual averages.

2459. ——— Rubber micrometers. School and society, 32: 233-40, August 16, 1930.

The department of personnel study at Yale university analyzed the distribution of all grades received by the Yale freshmen of 1926 to 1932 inclusive in order to compare the assignment of marks by different departments of study, and by inexperienced as compared with experienced teachers.

2460. Crider, Blake. The effect of absences on scholarship. School and society, 30: 27-28, July 6, 1929.

A report of a study made to determine the relationship between grade points and absences. Data were collected from the records of 240 freshman students, indicating that a student's scholarship is affected both by his percentile ranking on the psychological test and by his absences.

2461. **Davidson, Ellen A.** Percentile rankings in intelligence of college of education students. 1930. University of Minnesota, Minneapolis.

Comparisons were made by groups of those who came from small colleges, normal schools, and the University of Minnesota junior college. Findings: Median IQ was higher in college than university group, and the latter higher than normal school group.

2462. **Delfraisse, Mrs. Betty Dew.** The history of the University of Tulsa. Master's thesis, 1929. University of Texas, Austin.

2463. **Deputy, E. C.** Knowledge of success as a motivating influence in college work. *Journal of educational research*, 20: 327-34, December 1929.

Gives the results of a study carried on to find what influence a frequent knowledge of success will have upon the scores (grades) of the three groups of students in freshman philosophy.

2464. **Devricks, Robert K.** The gathering and use of statistical data in the registrar's office for college administration and teaching. 1930. Indiana state teachers college, Terre Haute. 11 p. ms.

2465. **Dexter, Emily S.** Intelligence-test score and major subject. *School and society*, 30: 779-80, December 7, 1929.

Data were gathered from four representative colleges in the east, south and middle west. The student's score on an intelligence test was secured, then his choice of major subject. There is a considerable degree of variation among colleges as to subjects attracting the brightest students, with no conspicuous advantage in favor of any one subject. Conclusion: Given intelligence and training enough to get into college, a student can succeed as well in one subject as in another, provided he cares to do so.

2466. **Donovan, H. L.** A faculty effort in the improvement of college teaching. *Peabody journal of education*, 7: 259-63, March 1930.

The author lists 76 suggestions for improvement in teaching given by members of the faculty of Eastern state teachers college, Richmond, Ky.

2467. **Elliott, Frank B.** College presidents believe in publicity. *In American college publicity association. Convention report, 1930.* p. 15-25. (Don M. Cresswell, secretary-treasurer, Pennsylvania state college, State College, Pa.)

Answers received from 237 presidents of colleges show that they are almost universally in favor of educational publicity.

2468. **Elwood, Mary Isabel.** A study of students graduated with academic honors from the University of Pittsburgh. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. *University of Pittsburgh bulletin*, 27: 262-63, November 1930. (Abstract)

2469. **Engelhardt, Fred.** Survey of Gustavus Adolphus college. 1930. University of Minnesota, Minneapolis. 300 p. ms.

2470. **Evans, Ewart Owen.** A study of the relationship between university grades assigned to freshmen and psychological scores. Master's thesis, 1930. University of Wisconsin, Madison.

2471. **Findorf, Arline Katherine.** A study of some of the influences that affect the intellectual achievements of freshman students at the University of Wisconsin. Master's thesis, 1930. University of Wisconsin, Madison.

2472. **Gerberich, J. B.** Fraternity and sorority scholarship, University of Arkansas, 1924-1929. 1930. University of Arkansas, Fayetteville. 20 p. ms.

Psychological examination scores and grade point data from the office of the registrar were used in making the study. Findings: A comparison of the average score of fraternity pledges and all men shows that fraternity pledges rank above the average in each of the four years, and in three years by a sizable margin. A like comparison of average percentile scores for women indicates that sorority pledges rank considerably above the average except for the year 1928. The margin by which the fraternity pledges exceeded all men was somewhat greater than that by which sorority pledges exceeded all women. All freshmen women average higher than all freshmen men except for 1927, although the margin is probably significant only in 1928.

2473. Gerberich, J. B. Subsequent university careers of probation students in the retraining experiment (reading and methods of study) of 1928-1929. 1930. University of Arkansas, Fayetteville. 5 p. ms.

2474. Gerlinger, Irene Hazard. Recent movements in the establishment of fine arts courses in colleges and universities. Master's thesis, 1930. University of Oregon, Eugene. 23 p. ms.

2475. Goldthorpe, J. Harold. The relative rank in high school and in the first two years of the university. *School and society*, 30: 130-34, July 27, 1930

One hundred and thirty-six freshmen who entered the liberal arts college of Northwestern university in September 1920, from three Chicago high schools and three suburban township high schools, were studied. Conclusions: A high standard of scholarship in high school is normally followed by a high standard of work in the first year in the university, and *vice versa*. There appears to be a substantial relationship between rank in high school and standing in the first two years in the university.

\* 2476. Gray, Howard A. Some factors in the undergraduate careers of young college students with particular reference to Columbia and Barnard colleges. Doctor's thesis, 1930. Teachers college, Columbia university, New York. N. Y. New York city, Teachers college, Columbia university, 1930. 66 p. (Contributions to education, 437)

This is a study of the feasibility of students being admitted to higher institutions of learning while younger than the average entrance age. A detailed analysis of individual college records of 126 boys and 28 girls who entered Columbia and Barnard colleges under 16 years of age was made. Student bodies studied were not representative of a typical liberal arts college body, and conclusions drawn from this study therefore, are not applicable to undergraduate population of the nation. Conclusions: Young college applicants could profit from early entry and should be allowed to continue accelerated development after entry. Records indicate that young students were superior in intelligence; better prepared; exceeded older fellows in scholarships; suffered fewer failures; and received more academic honors. No set rules should be established for deciding the admission fate of the applicant who is younger than those who usually apply. Fitness for admission to college is determined primarily by applicants demonstrated ability to achieve academic success.

2477. Greene, Edward B. The retention of information of college students: a preliminary report. *In Michigan schoolmasters' club. Journal*, 1930. p. 231-32. (University of Michigan official publication, vol. 32, no. 8, July 26, 1930)

A study of 407 freshmen and sophomores in zoology, 525 sophomores and juniors in psychology and 130 medical school students in physiological chemistry. Data indicate that the average student drops about one-half of the information which was acquired during the course during the first four months of forgetting.

2478. Hanna, Gaynelle L. Relationship between municipal universities and civic activity. Master's thesis, 1930. University of Akron, Akron, Ohio. 50 p. ms.

A study by questionnaire of the nine municipal universities in the United States.

2479. Hazard, Mary Chorn. A study of the clinical investigations of the University of Kansas. Master's thesis, 1929. University of Kansas, Lawrence

2480. Held, Omar C. An attempt to predict the success of university freshmen in their adjustment to scholastic work. 1930. University of Pittsburgh, Pittsburgh, Pa. (Faculty research)

2481. Herriott, Marion Eugene. Attitudes as factors of scholastic success. Doctor's thesis, 1929. University of Illinois, Urbana. Urbana, University of Illinois, 1929. 72 p. (University of Illinois bulletin, vol. 27, no. 2, September 10, 1929. Bureau of educational research, Bulletin, no. 47)

The purpose of the study was to determine: (1) The significance of attitudes as factors of scholastic success in college; (2) their relation to other factors of scholastic success. Tests were developed for measuring the following factors presumed to be significant determinants of scholastic success; previous training, intelligence, reading ability, study habits, and certain attitudes, namely, the ambitious-indifferent; cheerful-

dependent; evaluative—non-evaluative; persevering—vacillating; and self-confident—dependent attitudes. Conclusions: The major factors of scholastic success are: (a) Previous preparation; (b) intelligence; (c) study habits; (d) evaluative-non-evaluative attitude; (e) persevering-vacillating attitude; and (f) self-confident-dependent attitude.

2482. Hillman, James E. Statistical study of North Carolina colleges. Raleigh, North Carolina state department of public instruction, 1930.

Report shows to what extent colleges meet standards for institutions of their class.

2483. Hudelson, Earl. The use of quantitative measurements in college instruction. In National society of college teachers of education Yearbook, 1930.

A review of the uses of quantitative measurements in instruction in colleges and universities.

2484. Iffert, Jean Thomas. A study of the placement test performance and college achievement of the freshman class of the University of Pittsburgh in 1928-1929. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. University of Pittsburgh bulletin, 27: 297-98, November 1930. (Abstract)

2485. Irwin, Clarence. Principles and methods of research revealed by a study of men of science. Master's thesis, 1930. Stanford university, Stanford University, Calif.

2486. Johnson, Carl Emanuel. A study of the relationship between university grades assigned to freshmen, and psychological scores. Master's thesis, 1930. University of Wisconsin, Madison.

2487. Johnson, Grace Hays. Fellowships and other aid for advanced work. Institute of women's professional relations, Greensboro, N. C. Greensboro, North Carolina college for women, 1930. 413 p. (Bulletin no. 3)

Supplement no. 1, February 1930. 12 p.

A study of all fellowships and other aid for graduate study and research open to men and women graduates of American colleges.

2488. Jones, J. W. Graduate school report for the year 1928-1929. 1929. Indiana state teachers college, Terre Haute. 51 p. ms.

Report for the year—and some comparisons made with the previous year, that of the opening of the school.

2489. Jordan, Riverda H. (Ithaca, N. Y.) Looking over our scholarship. Phi gamma delta magazine, March 1930.

Data were taken from the dean's records in 63 institutions. Findings: Fraternity scholarship is still on a shifting and unstable basis in general, but is gradually becoming better.

2490. ——— Study of mortality among freshmen pledged to an American college fraternity. Phi gamma delta magazine, November 1929.

Questionnaires from 61 chapters showed that only 75 per cent were initiated of those pledged; poor scholarship was the chief cause of non-initiation; a campaign for better scholarship is imperative.

2491. Kelly, Robert L. and Anderson, Ruth E. Survey of Denison university. 1929. Council of church boards of education, New York, N. Y. 47 p. ms.

Study of faculty, curriculum, finances, students, etc.

2492. Kime, Clarence Witmer. Standards and criteria for academic degrees. Master's thesis, 1930. University of Southern California, Los Angeles. ms.

2493. Kniskern, W. M. The value of the psychological tests in predicting the success of college freshmen. Master's thesis [1930] Syracuse university, Syracuse, N. Y.

\* 2494. Knode, Jay C. Orienting the student in college with special reference to freshman week. Doctor's thesis, 1930. Teachers college, Columbia univer-

sity, New York, N. Y. New York city, Teachers college, Columbia university, 1930. 140 p. (Contributions to education, 415)

A study of origins, history and bases of various forms of orientation. A detailed study of programs, administrative methods and values in freshman week procedures in American colleges. Findings: Freshman week can not be looked upon as a panacea, but must be preceded by careful guidance programs in high school and followed by them in college. Freshman week, however, is almost unanimously given a high rating as a device.

2495. Lauer, Alvah B. and Evans, J. E. The relative predictive value of different high school subjects on college grades. *School and society*, 31: 159-60, February 1, 1930.

A random sampling of 492 students was made from the freshman class of 1928 at Iowa state college. Only the grades for the first quarter were used in the study, to show the relation of high school grades to college success and to intelligence scores of students who are pursuing work of the technical type. Data indicate that the high school average is slightly superior to intelligence test records for prediction of first-quarter grades. High school grades should be used in connection with intelligence ratings to prognosticate college success.

2496. McGrath, Earl J. A study concerning the relations between the amount of outside work and grades of the students at the University of Buffalo with a discussion of the motivational factors involved. Master's thesis, 1930. University of Buffalo, Buffalo, N. Y. 65 p. ms.

A study of the classes in the various colleges of the University of Buffalo, showing that students who work do not, as a class, receive lower grades, and that work is less detrimental in the last two years than in the first two. The question is how much work is to be done and not merely whether to work or not.

2497. Magee, Robert M., jr. Success in college and the course taken in high school. Detroit, Mich., Detroit teachers college, 1930.

This is a study of 1,500 students.

2498. Mann, Margaret. An analytic study of the opinion of college students. Raleigh, North Carolina state college, 1930.

Findings: A progressive decrease in uncertainty of opinions. Growth is certainly indicated in religious and socio-economic issues. The advanced classes are more liberal in their attitudes, particularly on social issues. Optimism is present in all belief.

2499. Mathews, C. O. Values of group projects in university teaching. 1930. Ohio Wesleyan university, Delaware.

Two projects are described as they were worked out by the writer's students.

2500. Maughan, Preston Baxter. The effect of delayed entrance on success in college. Master's thesis, 1930. University of California, Berkeley. 26 p. ms.

A comparative study of two groups, one entering college immediately after having been graduated; the other after having been out of high school for one or more years. Findings: Although the differences in the average grade point ratios between the immediate and delayed students are slight there is a definite tendency for the delayed group to excel. The facts as found in this study do not justify any statement as to the factors which cause the delayed group to excel. It may be added maturity, industrial experience, social change, financial status, or a combination of these which cause the differences. Further studies are necessary before this interesting problem can be solved.

2501. Maxwell, C. B. A report on college freshmen for the first semester 1928-1929. North Central association quarterly, 4: 484-600, March 1930.

A study of the records of 41,000 students who were graduated in June 1928 in their first semester of college work in 726 higher institutions.

2502. Merrill, Estelle Whitney. Survey of student loan funds in the United States. Master's thesis, 1929. New York university, New York, N. Y. 75 p. ms.

2503. Miller, James Conelese. The induction and adaptation of college freshmen. Doctor's thesis, 1930. University of Missouri, Columbia. 110 p. (University of Missouri bulletin, vol. 31, no. 32, Education series no. 31.)

A selected group of universities and colleges were studied to discover the nature and status of the activities, procedures, and devices which are employed in the induction and adaptation of college freshmen.

2504. **Mitchell, Ruth Crawford.** Four-year study of nativity statistics of the student population of the University of Pittsburgh, 1926-1930. 1930. University of Pittsburgh, Pittsburgh, Pa.

2505. **Moon, George R.** Records of students who entered university with freshmen scholarships. *School review*, 38: 443-49, June 1930.

Freshman scholarships granted by the University of Chicago, each of which covers the first year's tuition, have been awarded on two different bases. One group, 30 in number, are honor entrance scholarships, for which a pupil must stand high in his graduating class, usually first. The other group, 30 in number have been awarded on the basis of competitive examinations given annually at the university. Records of all students holding either of these scholarships during the years 1918-1925, inclusive, were studied. These students win in large numbers the scholastic honors offered by the university. The study shows that the scholarships attract a group of freshmen who are superior students when judged by several criteria.

2506. **Moore, Lawrence Henry.** The relationship of the state board of control to the state-supported institutions of higher education in Texas. Doctor's thesis, 1930. University of Texas, Austin.

2507. **Moore, Lucy M.** A study of the information published in two daily newspapers about colleges and universities. Master's thesis, 1930. Illinois college, Jacksonville. 92 p. ms.

An analysis and classification of all information published in the Chicago Tribune and Springfield State Journal about colleges during one calendar year. Findings: 44 per cent of all space was devoted to football; 68 per cent of total space was devoted to all sports; 7 per cent was devoted to faculty and 0.41 per cent to curriculum.

2508. **Moseley, Joel Nathaniel.** Major factors and features of college administration. Doctor's thesis, 1930. University of Texas, Austin.

2509. **Mosher, Esther Naomi.** Baccalaureate degrees. North central association quarterly, 4: 473-83, March 1930.

This paper is a digest of a thesis prepared from material in the office of the Commission on higher education. The purpose of the study was to make a comparison of the various baccalaureate degrees offered by colleges and universities which are members of the North central association of colleges and secondary schools.

2510. **Moss, Ralph H.** Status of the master's degree in education. Master's thesis, 1930. George Washington university, Washington, D. C. 60 p. ms.

A questionnaire study of requirements for and administration of the master's degree in education. Findings: There is need for standardization and norms for practice.

2511. **Nelson, M. J.** The predictive value of the freshman tests as indicated by grades earned in the fall term, 1929. 1930. Iowa state teachers college, Cedar Falls. 4 p. ms. (Research report, no. 2.)

Research report no. 1 also deals with the freshman testing program.

This study indicated the extent to which the freshman tests used were capable of selecting students who would do superior, average, or inferior work. The high school content test and the reading test appear to be superior in predicting scholarship for all students in all subjects.

2512. ——— Some data from freshman tests. *School and society*, 31: 772-74, June 7, 1930.

Four tests were administered to all entering freshmen of Iowa state teachers college. Students enrolled on the B. A. curricula or the courses in music, elementary education, kindergarten and primary education, commercial education and home economics education earned relatively high scores as compared with the students pursuing a B. S. curriculum or a course in manual arts education and rural education. All the tests employed are about equally capable of predicting failures in college work in general, with the advantage slightly in favor of the English tests.

2513. **New Trier township high school, Winnetka, Ill.** Department of reference and research. The academic work of New Trier students as freshmen at Northwestern university, first semester 1929-1930. 1930. 2 p. ms.

Furnishes a composite picture of the work of New Trier students at Northwestern as freshmen. Data indicate that most of the students do about the same grade of work in college that they did in high school.

2514. Newcomb, T. M. and Watson, Goodwin. An experiment in having graduate students score their own test papers. *Educational administration and supervision*, 16: 29-33, January 1930.

About 20 per cent of 238 students raised their scores. These students averaged less capable in intelligence and achievement than the trustworthy ones. Marked concern over grades was a contributing factor in certain cases.

2515. Nunn, Lillian V. Preliminary testing and orientation courses at Duke university, 1924-1928. Master's thesis, 1930. Duke university, Durham, N. C.

A study of the prognostic value of preliminary tests administered to freshmen, with a further study of the value of remedial courses for the weaker students.

2516. OBrien, F. P. What students say about college instruction and instructors. *University of Kansas bulletin of education*, 2: 20-26, April 1930.

The testimony of 957 students representing 25 schools of departments in the University of Kansas was secured as to the best college teacher, the chief values of university training, the extent to which cribbing is practiced and the courses most disliked.

2517. Odell, C. W. Predicting the scholastic success of college students. Urbana, University of Illinois, 1930. 43 p. (*University of Illinois*, vol. 28, no. 5, 1930. Bureau of educational research, Bulletin, no. 52)

This study deals with an attempt to follow almost 2,000 college freshmen through their college careers, and to correlate their persistence in college and their marks with factors which have predictive value. These include high-school marks, intelligence-test scores, occupational intentions, and so forth. The findings are, on the whole, very similar to those of other like studies. They indicate that a fair degree of correlation may be found with selected criteria, but that it differs markedly for different college subjects.

2518. Oklahoma agricultural and mechanical college, Stillwater, Okla. [Studies made of the faculty, students, etc., of the Oklahoma agricultural and mechanical college] 1929-1930.

Faculty grade distribution, 7 p., 5 p.; length of service of professors, 10 p.; faculty training and salaries, 12 p.; working loads of faculty, 51 p., 27 p.; faculty training and tenure, 13 p.; freshmen problems, 13 p.; grades of college students, 8 p.; number of classes and class size, 1 p.; age of resident students, 2 p.; cost of living and student employment, 7 p.; unit cost of instruction, 45 p.; extent of territory served, 3 p.; effect of national prosperity upon enrollments in colleges, 3 p.; effect of increasing numbers of high school graduates upon enrollments in colleges, 1 p.; Oklahoma agricultural and mechanical college compared with the land-grant colleges of 10 bordering states, 4 p.; efficiency of classroom use, 21 p.

2519. Palmer, Archie M. Newly elected college presidents. *School and society*, 30: 852-56, December 21, 1929.

Thirty-five new college presidents were elected during 1929. Every one of them has had previous experience of an educational character. All, except the graduate of the United States naval academy have baccalaureate degrees; 15 have attained the doctorate, and 14 others have master's degrees. Only 14 of them have had previous pastoral experience or theological seminary training. Among the new presidents there is a full recognition of the function and value of the undergraduate college of liberal arts and sciences and a positive expression of the conviction that it is "the critical link in our educational chain."

2520. Patterson, Herbert. A statistical study of college student's views of classroom teaching. *In Oklahoma academy of science. Proceedings, 1930. Norman, University of Oklahoma, 1930.* p. 43-47.

2521. Payne, Arthur F. An experiment in human engineering at the College of the City of New York. *School and society*, 32: 292-94, August 30, 1930.

In an attempt to study in a scientific way the raw material that is entering the College of the City of New York, five standardized tests were given entering freshmen, 2,653 in number, who entered in February and September 1929, and February 1930. Five hundred and ninety-eight sophomores were given one intelligence test that would indicate whether they were more likely to succeed in business courses.

2522. **Perry, Edith.** A study of the under-age freshmen at the College of the City of New York. Master's thesis, 1930. Teachers college, Columbia university, New York, N. Y. 25 p. ms.

A study was made of 48 entering freshmen who were at least one year below the average age of entering freshmen at the College of the City of New York, and at least two years below the age of the average college freshman. Compared with the average freshmen, the under-age group showed a significant difference in intelligence in favor of the under-age student; he is more likely to come from a smaller family than the older student. Tests of introversion-extroversion and other environmental factors showed no significant difference between the under-age and the average group.

2523. **Phifer, Clarence.** What effect does membership in a social fraternity at Wake Forest have on a freshman's chance to make good marks? 1930. Wake Forest college, Wake Forest, N. C.

A statistical problem comparing the performance of Wake Forest freshmen who belong to social fraternities with those who do not. Marks assigned at Wake Forest were compared with those made by freshmen on North Carolina high school senior examination.

2524. ——— What effect does rooming in a college dormitory have on a freshman's chance at Wake Forest college to make good marks? 1930. Wake Forest college, Wake Forest, N. C.

A statistical problem comparing the performance of freshmen at Wake Forest who room in dormitories with those who room in town. Marks assigned at Wake Forest were compared with those made by freshmen on North Carolina high school senior examination.

2525. **Pitts, Ralph Shaw.** A survey of the development and meanings of degrees. Master's thesis, 1930. University of Denver, Denver, Colo. 44 p. ms.

This is an investigation of the development and meanings of degrees from ancient to modern times. The study covers the degree movement in Europe; the development of degrees in the United States of America; degrees for women in America; and some criticisms of degrees as they are.

2526. **Pittsburgh. University.** Division of higher education. Selection, retention, and achievement of the University of Pittsburgh class of 1928. 1930. University of Pittsburgh, Pittsburgh, Pa.

2527. **Plantinga, Sarah T.** A study of the validity of a battery of mental tests in predicting college success. Master's thesis, 1930. Massachusetts agricultural college, Amherst. 167 p.

Three intelligence tests were given to about 1,200 college freshmen and a study was made to see to what extent the three tests predict school success better than one test.

2528. **Poole, Genevieve.** The intellectual ambition of seniors in the University of Iowa. Master's thesis, 1930. University of Iowa, Iowa City. 97 p. ms.

2529. **Potthoff, Edward F.** The effectiveness of certain requirements in the selective admission of college students. School review, 37: 519-30, September 1929.

Students who entered the University of Chicago as freshmen in October 1924 were studied for the purpose of analyzing the effectiveness of certain requirements which are or might be enforced in selecting those high-school graduates who are to be admitted to college. The students' average marks in their four years in high school, their scores on a psychological examination, and their average marks in the courses taken during the period from October 1924 to June 1926 at the University were considered. In spite of the fact that each member of the class entering in 1924 had to have an average of at least 81.25 on the basis of a passing mark of 75, one-third of the members of the class had failing college averages. Findings: No method, or combination of methods, which may be employed at present can give an accurate forecast of the success or failure which all the members of a given group will experience in college work.

2530. **Pressey, Luella C.** Some college student and their problems. Columbus, Ohio state university press, 1929. 97 p.

2531. Rainey, Homer P. Some facts about college presidents. School and society, 30: 580-84, October 25, 1929.

In an attempt to learn the professional training and history of college presidents data were taken from the "College blue book" for 1928, and "Who's who in America." Of the 192 presidents studied practically 97 per cent have been recruited from teaching and the ministry. More college presidents teach Greek and Latin than any other subject. The median age of college presidents is 56.6 years. The median age at which they become presidents is 43 years. Almost half of the presidents have served for ten years or more in their present positions. One-fourth of the presidents have had considerable experience in other presidencies before coming into their present positions.

2532. Ratcliffe, Ella B. Accredited higher institutions, 1927-1928. Washington, United States Government printing office, 1929. 56 p. (U. S. Bureau of education, Bulletin, 1929, no. 7)

2533. Remmers, H. H. The quality of freshman preparation then and now. Lafayette, Ind., Purdue university, 1929. 35 p. (Bulletin of Purdue university, vol. 30, no. 2, December 1929. Studies in higher education 13)

Tests were given all engineering freshmen at Purdue university in November 1919 and the tests were also given to engineering freshmen at Purdue in November 1929. The comparative data on the basis of six identical tests showed a marked average superiority of the freshmen of 1929 as against those of 1919 in all tests the general content of which is taught in high school. The single exception was the test of technical information, the content of which is not taught in high school.

2534. Retzlaff, Alice. The graduate students. School of education record (University of North Dakota), 15: 43-48, November 1929.

An analysis of the graduate students enrolled during the summer session of 1929 at the University of North Dakota, showing the social composition, collegiate training, and major and minor fields of interests.

2535. Reyes, José. Filipino students in the United States (Northwest). 1930. Reed college, Portland, Oreg. 197 p. ms.

Gives the results of a survey of literature; visits to institutions, numerous conferences with groups and individuals; and questionnaires.

2536. Rule, Edith. A ritual in the form of a dramatic production for the induction of college freshmen. Master's thesis, 1930. University of Iowa, Iowa City. 600 p. ms.

2537. Rustemeyer, Theresia. An examination of the records of superior undergraduates. Master's thesis, 1930. University of Southern California, Los Angeles. 133 p. National education association. Department of secondary school principals bulletin, 34: 55-56, January 1931. (Abstract)

Based on college records of B average, and higher, of major students in three graduating classes of the University of California, at Los Angeles, the study attempts to determine what may be expected of a superior student in a large university. Data indicate that the average student is less specialized, less narrowed, on the average, than is the B major student.

2538. Sailer, Randolph C. Happiness self-estimates of young men. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y.

Over 600 young men answered questionnaires covering self-estimates of happiness, and many other facts involving family situation, schooling, vocation, health, sex, religion, abilities, etc. Indications appeared at many points in the study that general happiness is a fairly consistent attitude that can not clearly be attributed to one or to a few causes alone, but that seems to influence the personality in many ways and to color many of the reports regarding self that are given.

2539. San Francisco, Calif. Public schools. Department of educational research and service. Higher institutions attended by recommended and partially recommended San Francisco high-school graduates, 1928-1929. 1930. 6 p. (Bulletin no. 13)

Of 2,285 total graduates 728 went on to higher schools; of the 728 high school graduates who went on, 421 were fully recommended according to the University of California standards, 311 were partially recommended; 184 of the graduates went to junior college.

2540. Schrammel, H. E. and Wood, E. R. Success and failure of college students. Emporia, Kansas state teachers college, 1930. 103 p. (Studies in education, vol. 1, no. 3)

A follow-up study of the freshmen who entered the Kansas State teachers college of Emporia in the years 1924-1929, to find the relation between entrance test rank and persistence in attendance, and between entrance test rank and academic success in departments.

2541. Shields, John Erwin. A comparison of the achievement records made in college by students admitted from small and large high schools. Master's thesis, 1930. University of Chicago, Chicago, Ill. 62 p. ms.

Two hundred cases were studied from each group. Findings: The general average grades received in college by students admitted from small high schools tend to be slightly lower than those received from students from large high schools. As many students, if not more, of those admitted to college from small high schools will be graduated with honors than is true of those admitted to college from large high schools. Students entering college from small high schools are less likely to be disciplined than are those entering from large high schools.

2542. Shuttleworth, Frank K. Environmental and character factors involved in scholastic success, 1926-1927 to date. Journal of educational psychology, 20: 424-33, September 1929.

Three tests were given to 486 men and 257 women freshmen entering the University of Iowa in the fall of 1926. The scores from the three parts of the test were combined, and treated statistically. The composite information blank yields a prediction of first semester grades which compares favorably with the predictive power of the four entrance examinations at the University of Iowa. This study reports some success with eight analytical scores measuring factors other than intelligence which are involved in scholastic success.

2543. Smith, James Millard. An investigation of the scholastic achievement of certain college groups. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 40 p. ms.

A comprehensive study of the scholastic achievement, as indicated by teachers' marks, of those students at the West Tennessee state teachers college who were self-supporting or partially self-supporting and those who were not; of those who participated in extracurricular activities and those who did not; and of those who resided in the dormitories and those who lived in the city. Findings: College students who found it necessary to earn part or all of their expenses did so at a loss in scholastic achievement; participation in extracurricular activities interfered very little with scholastic attainment; dormitory life is conducive to better school work in the case of freshmen and sophomores.

2544. Smith, Sarah Olive. A study of intelligence quotient and high school grades as means of predicting success and stay in college. Master's thesis, 1930. Duke university, Durham, N. C. 168 p. ms.

A study to determine which of the two factors, intelligence quotient or high-school record, is the better aid in predicting success and stay in college. The conclusion is reached that in high schools keeping reasonably careful records, a student's superior standing is an excellent indication of success and stay in college.

2545. Stewart, J. S. Record of students entering Georgia college, 1928-1929. Athens, Ga., University of Georgia, 1929. 60 p.

2546. Stogdill, Emily Leatherman. The maladjusted college student—a further study with results. Journal of applied psychology, 13: 440-50, October 1929.

A study was made of the first 187 students who used the Student consultation service of Ohio state university. Findings: The clinical method is of the greatest importance educationally as well as personally. It teaches the student to make a thoughtful rather than an emotional approach to his own difficulties.

2547. Storch, John Paul Myles. A study of ascendance-submission in college students. Master's thesis, 1930. University of Colorado, Boulder. University of Colorado studies, 18: 109, December 1930. (Abstract)

An investigation undertaken to discover the relationship between scores obtained on Allport's A-S reaction study and college student's performance. Data were collected

from 623 students in the State teachers' college, Mansfield, Pa., by means of Allport's reaction study and a questionnaire. Data indicate that the majority of the students in this college are predominantly submissive.

\* 2548. Stover, Webster Schultz. Alumni stimulation by the American college president. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1930. 127 p. (Contributions to education, no. 432)

The problem of effective alumni stimulation is one of prime interest to college presidents and alumni secretaries. This study, which traces the trend of alumni stimulation by the American college president from 1830 to 1928, will be of value to a college administrator in inaugurating an alumni program that should go a long way toward solving the particular problems of his institution's financial support.

2549. Stowe, A. Monroe. Studies in collegiate education. A bibliography on recent literature on collegiate education. Lynchburg, Va., Lynchburg college, 1930. 44 p. (Bulletin of Lynchburg college, vol. 4, no. 3, June 1930)

A list of 1,040 references, arranged alphabetically by author, with a topical index appended.

2550. Strayer, George D. and Engelhardt, N. L. Preliminary report on publicly supported higher education in the State of Missouri. Jefferson City, Mo., State superintendent of public schools, 1930. 575 p.

2551. Sumrall, William Herbert. The social, economic, and vocational status of graduates of a liberal arts college for men (Mississippi college). Doctor's thesis, 1929. Indiana university, Bloomington. 259 p. ms.

2552. Taylor, Mary Barbara. Honor courses in colleges and universities. Master's thesis, 1930. Occidental college, Los Angeles, Calif.

2553. Teachers college bulletin on higher education. Prepared by the Teachers college staff in higher education. Vol. 1, nos. 1-2, March, May, 1930. New York city, Teachers college, Columbia university, New York, N. Y.

2554. Tomlinson, Brian Earle. A prognosis of academic success of college freshmen based on tests of intelligence and previous preparation. Doctor's thesis, 1930. Ohio state university, Columbus. 150 p.

This is a problem in higher education and represents an attempt to predict academic success of college freshmen, based on intelligence and previous preparation tests. Correlation techniques were used. Findings: The group intelligence test was the best single predictive agent for general scholarship, but the correlations were not high. For specific courses subject matter tests were much superior to the intelligence test. The conclusion is that more attention should be given to predicting specific scholarship on the basis of tests in specific subjects. The predictions are markedly higher in the specific than in the general fields.

2555. Touton, Frank C. A study of continuity of lower division enrollment in relation to selection of scholastically able students. California quarterly of secondary education, 5: 127-30, January 1930.

A study was made of the continuity of enrollment in relation to initial records of scholastic aptitude for a group of 576 freshman entrants to the University of Southern California in the fall of 1923. Data indicate that the processes of elimination during the four consecutive semesters bring about only a slight degree of selection whether the trait considered is reading ability or general scholastic ability.

2556. Umstattd, J. G. Student self-support at the college level. Doctor's thesis, 1930. University of Minnesota, Minneapolis.

2557. United States. Office of education. Statistics of universities, colleges and professional schools, 1927-1928. Prepared in the Statistical division by and under the supervision of Frank M. Phillips, chief. Washington, D. C., United States Government printing office, 1930. 194 p. (Bulletin, 1929, no. 38)

Advance sheets from the Biennial survey of education in the United States, 1928-1928.

A report of 1,076 universities, colleges, and professional schools, of which 226 are under public control, and 850 are under private control. Included in the total number

are 176 schools of theology, 136 law schools, 73 schools of medicine, 41 schools of dentistry, 66 schools of pharmacy, 8 schools of osteopathy, and 10 schools of veterinary medicine.

2558. **Van Wagenen, Marvin J.** Instructional measurement and research in higher education. 1930. University of Minnesota, Minneapolis.

2559. **Veit, Mathilda H.** The Oregon state board of higher curricula. Master's thesis, 1930. University of Oregon, Eugene. 74 p. ms.

History of the State board of higher curricula.

2560. **Waterhouse, Mildred Eldridge.** Orientation of freshmen at the University of Denver. Master's thesis, 1930. University of Denver, Denver, Colo. 153 p. ms.

An attempt to state briefly the nature of the orientation development together with the accepted types in use at present in American institutions; with a consideration of the situation at the University of Denver and discussion of the types of course given as orientation.

2561. **Watson, Goodwin.** Happiness among adult students of education. *Journal of educational psychology*, 21: 79-109, February 1930.

Comparison of 50 happiest, 50 average, and 50 unhappy students among 400 graduate students, average age 30, showed happiness related to sex adjustment, self-confidence, ease in social relationships, superior health, harmony in the home, interest in work; unrelated to intelligence, age, school achievements, extracurricular participation, socio-economic status, nationality, artistic talents, etc.

2562. ——— Survey of student life at Virginia, polytechnic institute, Blacksburg, Va. [1930] Virginia polytechnic institute, Blacksburg. 500 p. ms.

Includes tests of religious and social attitudes, studies of maladjustment, analysis of life histories of students, collections of opinions of students, faculty, and alumni, analysis of membership, equipment, program, publicity, and finance in the college Y. M. C. A.

2563. **Weeks, Helen Foss.** Factors influencing the choice of courses by students in certain liberal arts colleges. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y.

Answers to a questionnaire listing 48 possible reasons for taking courses were received from over 500 senior students in the liberal arts courses of ten institutions of collegiate rank. The most frequent reasons for selection were: requirements, occupations, subject matter, culture. It is recommended that: the number of specific requirements be reduced; the needs of prospective teachers be considered in selecting content and in planning presentation of courses in academic subjects; courses be organized to further existing interests and develop new ones; orientation courses in psychology, sociology, philosophy, and biology be offered in the sophomore year; natural sciences, mathematics, and physical education be presented so as to develop an appreciation of the cultural value of these subjects; better teaching professors be selected; importance of a rich home environment be emphasized as a factor in guidance.

2564. **West, R. M.** Report on the cooperative experiment on measurement of student load. *Bulletin of the American association of collegiate registrars*, new ser. vol. 4, no. 4, July 1929. p. 228-48.

From this study it would appear that the present method of counting individual enrollments not only fails to provide an adequate index of student load, but results in figures which, while purporting to represent student load, are actually misleading and without value for comparisons between institutions.

2565. **Whitney, F. L., Condit, P. M., and others.** Thesis requirements for prospective Phi Delta Kappa members. 1929. Colorado state teachers college, Greeley, Colo. 14 p.

A report of attitudes and practices in all Phi Delta Kappa chapters on the neophyte's "thesis" and on the meaning of "educational research."

2566. **Wood, A. V.** Remedial work with failing college students; an experiment with various methods. 1929. Rockford college, Rockford, Ill. 10 p. ms.

A study adapted to Rockford college situation. This study is in a sense completed with each class of students, as measurable results are secured. On the other hand, it

is a wider project to be carried on each semester over a period of years, thus securing more adequate methods and reliable results. Greater effectiveness has been found in the combined psychology of study class and case work methods than in personnel advisory system.

2567. Young, Alfred Coombs. A history of the administration of Stanford university. Master's thesis, 1930. Stanford university, Stanford University, Calif.

See also 3, 7, 11, 14, 21, 23, 27, 38, 45, 156, 281, 329, 668, 1856, 1865, 1887, 1890, 1904, 2028, 2034, 2039, 2043, 2049, 2051, 2054, 2077, 2083, 2093, 2104, 2181, 2204, 2206, 2338, 2344-2345, 2350, 2364, 2394, 2679, 2720, 2748, 2778, 2910, 2934, 2991, 3005, 3013, 3062, 3072, 3088, 3091, 3106, 3114, 3130, 3143, 3146, 3190, 3236, 3252, 3276, 3331, 3363, 3384, 3386, 3439, 3449, 3455, 3466, 3469, 3479, 3490, 3501, 3582, 3611, 3716, 3720, 3725, 2742, 3761, 3767, 3781, 3786, 3805, 3818, 3825, 3835-3836, 3839, 3846, 3865, 3916, 3961, 3967, 3982, 3985, 3998, 4001-4002, 4014, 4072, 4077, 4081, 4119, 4120, 4125, 4128, 4130, 4134, 4136, 4138, 4154, 4156, 4181, 4190, 4231, 4233, 4380, 4391, 4394, 4414, 4542, 4562-4563, 4582, 4646; and under Education of women; Professional education; Special subjects of curriculum.

### SCHOOL ADMINISTRATION

2568. Alexander, Carter. Organization for the coordination of business and professional services. American school board journal, 80: 39-40, March 1930.

In an attempt to determine whether the business manager should be under the school superintendent, coordinate with him, or superior to him and dealing directly with the board of education, a study was made of present school practice, business practice, views of authorities in school administration, and the results of research studies.

2569. Armstrong, A. E. The social composition of district boards of education in Minnesota. Master's thesis, 1929. University of Minnesota, Minneapolis.

2570. Ayer, Fred C. The duties of public-school administrators. American school board journal, 79: 52-53, 119-20, August; 33-34, 136, October; 39-40, 128, December 1929; 80: 42-44, 141-42, 144, February; 43-44, 132, 134, March; 43-44, May 1930.

Data were secured from a study of the administrative duties performed by 473 principals and superintendents in various parts of the United States.

2571. Battles, Lonzo Francis. A study of the personnel of Oklahoma school boards in cities of population from 2,000 to 5,000, inclusive. Master's thesis, 1929. Oklahoma agricultural and mechanical college, Stillwater.

2572. Berquist, E. B. The evolution of the local school unit in Minnesota. Master's thesis, 1929. University of Minnesota, Minneapolis.

2573. Blom, E. C. and White, Dorothy. Administrative and supervisory staffs of 30 cities with populations from 100,000 to 450,000. 1929. Public schools, Louisville, Ky. 7 p. ms.

2574. Book, Clare B. The extra-mural control of the school. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. University of Pittsburgh bulletin, 27: 228-29, November 1930. (Abstract)

2575. Bordner, Paul. The literature of mathematical formulae of use to a school administrator. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa.

2576. Boren, Howard G. A handbook for the beginning superintendent. 1929. Ohio state university, Columbus. 22 p. ms.

2577. Bowers, C. H. (Portage, Pa.). Analysis of teacher participation in administration of schools of Cambria county, Pa. [1930]

Reports from 21 of the 24 high school districts in the county studied, showed that teacher participation in administration is improving, but that there is still too much autocratic control. Standards are set up.

2578. **Broome, Edwin C.** What attributes contribute most to a superintendent's success. *Nation's schools*, 5: 21-24, May 1930.

A study was made of the professional training of 14 superintendents representing cities ranging in population from 50,000 to 1,000,000. The opinions expressed in the replies to an inquiry showed surprising agreement as to the most important abilities that a superintendent should possess.

2579. **Brunstetter, M. R.** Business management in school systems of different sizes. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y.

Three large, three medium-size, and three small New Jersey cities were studied. Criteria for local school business management were set up and applied to data on business management of the school systems studied. Conclusions were summarized with special reference to the needs of the smaller systems. From the data presented it is evident that boards of education in small systems studied should enlarge their conception of the business nature of the educational enterprise.

2580. **Burkhard, William John.** Accuracy of school population prediction. Master's thesis, 1930. University of California, Berkeley. *University high school journal*, 10: 254, December 1930. (Abstract)

An examination of those surveys predicting school population which have been published long enough to allow a "check up" of actual school enrollment against the predicted population with a view to ascertaining how accurate the predictions have been.

2581. **Burr, Samuel Engle.** The selection of textbooks and the use of textbook rating scales. *American school board journal*, 79: 130, August 1929.

2582. **California teachers association.** Research bulletin. Papers by Elmer H. Staffebach and Alfred E. Lentz, 1929-1930. San Francisco, 1930. 64 p.

Many of these articles have also been published in the *Sierra educational news* for 1929-1930. Studies by E. H. Staffebach are on California school finances and living conditions of teachers and retirement salaries. Studies by A. E. Lentz include tenure law, injuries to pupils, punishment of pupils, deductions from teacher's salary, liability of districts for negligent operation of motor vehicles, right of teacher to refuse to teach outside of the district, the married woman teacher, inheritance tax, teachers' salaries, equal salaries for men and women, life diplomas and the right to employment, district taxes, married women and compulsory education, high school district taxes, counting attendance of pupils, transportation, separate schools for Mexican children, teacher and the workmen's compensation act, etc.

2583. **Carson, Edwin R.** A study of the requisitions in the Pittsburgh public schools. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. *University of Pittsburgh bulletin*, 27: 239, November 1930. (Abstract)

2584. **Ching, J. Frederic.** A clerical survey of a city school system. *American school board journal*, 80: 55-56, March; 72, 74, 76, May 1930.

A clerical survey was conducted in the Oakland public schools in order "to prepare a basis of assignment of clerical help that will adequately meet the needs of the junior and senior high schools."

2585. **Cox, Baird Faville.** Index numbers for school supplies. Master's thesis, 1930. Indiana university, Bloomington. 122 p. ms.

2586. **Emmerth, Rev. Louis C.** Public-school administration in Georgia. Master's thesis, 1930. Catholic university of America, Washington, D. C. 35 p. ms.

2587. **Engelhardt, N. L.** What is efficient school-business administration? Classification of school systems according to the excellence and adequacy of their programs of business administration. *American school board journal*, 80: 41-42, May 1930.

The four school systems which the author ranked according to the character of their business practices, represent a cross section of business organization and business practice in a state in which a survey of school systems had been made.

2588. **Faire, Linus Aubrey.** The white schools of Lee county, Ark. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 58 p. ms.

A study of inequalities in educational opportunity provided in white schools of Lee county. Findings: Inequalities are largely due to organization and administration of schools.

2589. **Fiolek, Stanley John.** The church's attitude toward the rights of the State in education. Master's thesis, 1930. St. Louis university, St. Louis, Mo.

2590. **Fowlkes, John Guy, Anderson, C. J., and Jones, Lee F.** Allotments and costs of janitorial-engineering supplies. *American school board journal*, 79, 69, 147-48, July 1929.

A study was made of data secured by questionnaire from 30 cities representing 15 states, to determine current practices in the matter of unit amounts and cost of supplies used in the janitorial-engineering department.

2591. ——— and **Buck, John Preston.** Analysis of difficulties between school boards and superintendents in Texas as recognized by the presidents of the boards. *American school board journal*, 79: 43-44, 125-26, August 1929.

Results of a study made of 96 school board presidents relative to their relationships to the superintendents in their respective communities.

2592. **Gerrets, Rev. Joseph L.** Public-school administration in Louisiana. Master's thesis, 1930. Catholic university of America, Washington, D. C. 116 p. ms.

2593. **Graves, S. Monroe.** Report of the advisory committee on school administration. Wellesley Hills, Mass., Public schools, 1930. 15 p.

2594. **Gray, Hob.** An analysis of administrative duties performed by superintendents of city schools in Texas. Doctor's thesis, 1930. University of Texas, Austin.

2595. **Greene, Charles E.** Analysis of the methods of handling requisitions. 1930. Public schools, Denver, Colo. 7 p. ms.

A study of the present method and recommendations for changes in handling requisitions.

2596. **Haga, Elza A.** An examination of certain phases of the office of the State superintendent of public instruction in Pennsylvania. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. *University of Pittsburgh bulletin*, 27: 275-76, November 1930. (Abstract)

2597. **Halverson, J. John and Glover, O. S.** What the school board wants to know. *American school board journal*, 81: 45-46, July 1930.

The answers made by school-board members to a check list of 76 items, were compared with the answers of school superintendents to the same check list. It was found that the interest of board members in matters of school administration closely paralleled that of the superintendents.

2598. **Hand, H. C.** Vocational histories of city-school superintendents. Master's thesis, 1930. University of Minnesota, Minneapolis.

2599. **Haynes, James Wilbur.** The administration of county purchasing of school supplies under the law of 1927. Master's thesis, 1930. University of California, Berkeley. 37 p. ms.

A study to discover the methods employed in carrying out the provisions of the Act, the ones which are in most general use, and the ones which promise to afford the most satisfactory organization for carrying out the provisions of the law.

2600. **Hendricks, Jake Jasper.** The superintendency of the small school system in Texas. Master's thesis, 1929. University of Texas, Austin.

2601. **Hughes, W. Hardin.** Cumulative survey, Pasadena city schools (Including a variety of studies in administrative research, in graphic form.) Pasadena, Calif., Junior college press, 1930.

2602. Hunter, H. T. Administrative opportunities for men in the elementary schools of North Carolina. 1930. Western Carolina teacher's college, Cullowhee, N. C. (Published in the Proceedings of the sixth annual North Carolina conference on elementary education.)

2603. Indiana. Department of public instruction. Administrative handbook for Indiana schools. Indianapolis, 1930. (Bulletin no. 100, rev. 1930.)

2604. John, L. O. Corporate and other subdivisions of the states as organized for the control, administration and supervision of schools. Master's thesis, 1930. University of Minnesota, Minneapolis.

2605. Johns, E. L., and others. Outlines for the self survey of a local school system. 1930. Alabama polytechnic institute, Auburn. 45 p. ms. (Bulletin, 1930, no. 1)

2606. Johnson, William Allison. The duties of a superintendent versus his training. Master's thesis, 1930. Stanford university, Stanford University, Calif.

2607. Jordan, Eric C. R. The powers of a superintendent. Master's thesis, 1930. University of Iowa, Iowa City. ms.

2608. Kirby, Byron C. Evidences of inefficiency in school-building control. Elementary school journal, 30: 336-45, January 1930.

Techniques in 30 modern elementary school units containing a total of 839 teachers, and enrolling from 520 to 1,500 pupils, were studied to determine the extent to which inefficiency in school-building control results from lack of effective organization, lack of adequate administrative procedure, and lack of scientific supervisory technique. Data indicate that in most cases principals are inefficient with regard to organization, participation in social activities, administration and supervision; and that there is need of skillful technique on the part of the principal.

2609. Kohr, W. Morris. History, administration and present status of ministerial land grants in Ohio. Master's thesis, 1930. Ohio state university, Columbus.

A study of land grants for the support of religion by the Congress of 1787, and the administration of these lands up to January 1, 1930.

2610. Kyle, Clyde John Madison. A study of state board and county board methods of selecting county superintendents. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 62 p. ms.

2611. Lawritson, Glenn Nelson. Statistical measures used by school administrators. Master's thesis, 1930. University of Chicago, Chicago, Ill.

2612. Lischka, Charles N., comp. The case against a federal department of education. Washington, National Catholic welfare conference, 1930. 62 p.

2613. Lorton, R. L. The status of clerical service in Ohio. Master's thesis, 1930. Ohio state university, Columbus.

A study of all exempted villages, all schools under county supervision, small city high schools, and science department heads in large cities. Findings: Most schools have no clerical service, and such service is costing four and one-half times more than is necessary.

2614. McCharen, Travis. A study of public school superintendents contracts. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 142 p. ms.

From a study of superintendents contracts throughout the United States, it was found that the most desirable contract was one that contains those stipulations that make the instrument legal and binding on both the superintendent and board of education, with an additional item to the effect that the superintendent shall be the executive agent of the board.

2615. McClure, Worth. What the school clerk does. American school board journal, 79: 47-48, 122, December 1929.

Tells of the duties of the school clerk in Seattle.

2616. **Macomber, Freeman Glenn.** City school supply and equipment inventoring: present status and needs. Master's thesis, 1930. Stanford university, Stanford University, Calif.

2617. **Melby, Ernest O.** A problem in the training and selection of the superintendent of schools. *American school board journal*, 79: 38, November 1929.

Data were collected concerning the training and experience of superintendents in cities of 10,000 to 20,000 population. It was found that a large proportion of superintendents secured their positions from high school principalships.

2618. **Metzger, Lee J.** An analysis of the personnel of public school superintendents of the State of Iowa. Master's thesis, 1930. University of Iowa, Iowa City. 104 p. ms.

2619. **Miller, Christian.** State and district requirements of administrative and supervisory officers. Master's thesis, 1930. University of Chicago, Chicago, Ill.

2620. **Mullan, J. S.** Selection, purchase, storage and distribution of public school supplies. *In National association of public school business officials Proceedings, 1930.* Trenton, N. J., Harrison press, inc., 1930. p. 74-84.

Gives the results of an investigation carried on to find out who determines the amount of money to be expended for textbooks and supplies, what cities furnish textbooks and supplies free, what cities have a central storeroom, who makes the selection of textbooks and educational supplies, etc.

2621. **National advisory committee on education.** Federal relations to education. A memorandum of progress. Washington, D. C. [1930] 53 p.

This is the report of President Hoover's National advisory committee on education, the purpose of which is "to give the proper chart by which to steer our educational course."

2622. **National education association.** Department of superintendence. Rules and regulations governing schools in cities over 30,000 in population. Washington, D. C., 1930. 14 p. (Photostat)

An analysis of personnel groups and certain other topics included in the rules and regulations of 95 city school systems. Contains an annotated bibliography.

2623. **Nelson, H. C.** An analysis of the school population of District No. 65, Columbia Heights. Master's thesis, 1930. University of Minnesota, Minneapolis.

2624. **North Carolina.** State department of public instruction. Larger units of administration, 1928-1929. Raleigh, N. C., 1930. 8 p. ms.

2625. **Ohio education association.** Educational council. The administrative organization of public schools in territory lying close to city and exempted village school districts in Ohio. 1929. Columbus, Ohio. 22 p. ms.

The study involved 78 areas, each of which included entire districts lying wholly or in part within five miles of the boundary lines of cities and exempted villages. Practically all of the 407 outlying districts included in the study lie within 10 miles of a city or exempted village. Data tend to confirm the growing belief that present district boundary lines are seldom in conformity with areas of common social and economic interests. The plan of organization most frequently recommended was that of uniting with the city or exempted village for all school purposes.

2626. **Polster, Arthur Henry.** Rules and regulations for a school system in a city of 100,000 to 200,000 population. Master's thesis, 1930. Stanford university, Stanford University, Calif.

2627. **Reavis, W. C. and Woellner, Robert.** Practices in general office administration in secondary schools. *School review*, 37: 687-96, November 1929.

Of the 522 representative secondary schools studied, 441 employ clerks, and 427 have outer offices. Data reveal varied general administrative practices in the offices of secondary schools. Routine procedures are followed in the administrative offices of many secondary schools, which are designed to systematize office administration and to conserve the time of administrative officers and to increase their efficiency. Data show a favorable trend toward efficient office administration.

2628. **Roberts, H. C.** Fire and other insurance for public school property. In National association of public-school business officials. Proceedings, 1930. Trenton, N. J., Harrison press, inc., 1930. p. 35-74.

A report of an investigation carried on by the research committee showing practices indicating methods of protection from hazards used by school districts throughout the country, and experiences which record actual results from practices now obtaining.

2629. **Ross, Cameron M.** The relationship between the superintendent and boards of education in the second class cities of Iowa. Master's thesis, 1930. University of Iowa, Iowa City. 125 p. ms.

2630. **Shepherd, H. P.** Economy through efficient business management. American school board journal, 80: 70, 72, 74, 77, February 1930.

Answers to a questionnaire sent out to business managers of cities of 100,000 or more population indicated many types of business economy in practice.

\* 2631. **Smith, Harvey A.** Economy in public-school fire insurance. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1930. 113 p. (Contributions to education no. 428)

2632. **Smith, Henry Lester and Chamberlain, Leo Martin.** An analysis of the duties of county school superintendents and superintendent of schools in certain cities in Indiana. Bloomington, Ind., Indiana university, 1929. 94 p. (Indiana university. School of education. Bulletin, vol. 6, no. 2, November 1929)

Bibliography on duties of city and county superintendents, p. 90-91.

An investigation undertaken to ascertain the specific tasks of superintendents in small Indiana cities and county school superintendents, and to discover how superintendents actually apportion their time.

2633. **Soper, Wayne W.** Study of clerical duties of district superintendents conducted in cooperation with a committee from the Association of district superintendents. [1930] State department of education, Albany, N. Y.

This study is based upon a diary kept by district superintendents for a period of a year in which were listed the various reports they were obliged to make, with the time consumed for each. In addition to this; representative periods during the year were studied for the amount of time spent in correspondence, mimeographing and other similar duties.

2634. **Sorenson, Glenn.** The city superintendent and the board of education. Master's thesis, 1930. University of Arizona, Tucson. 53 p. ms.

An effort to determine relationships as they exist.

2635. **South Dakota.** Department of public instruction. Administrative committee. Administrative handbook on educational administration for the State of South Dakota. Pierre, S. D., 1930. 150 p. (Bulletin no. 3)

This handbook has been compiled with the needs of the small high schools in mind. All of the problems which deal with the organization and administration of the schools have been treated.

2636. **Taylor, J. W.** Insuring public school property in Mississippi. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 101 p. ms.

A study to determine what practices and procedures are followed in insuring public property in Mississippi. Findings: There are no school insurance laws in the State. Property values are low, hazards are great. The ratio of indemnity collected to premiums paid is 42.2 per cent.

2637. **Tisinger, Richard Martin.** A study of some administrative aspects of the Cayuga Heights school with special reference to a program of expansion. Master's thesis, 1929. Cornell university, Ithaca, N. Y.

2638. **Travis, Vaud A.** Supplementary books in the elementary schools. Doctor's thesis, 1930. University of California, Berkeley. 152 p. ms.

A study to determine what it costs individual districts to provide supplementary books in the elementary schools of the State of California where the law requires the State to

furnish the textbooks used in the elementary grades. Findings: The present provisions made by the State to supply free textbooks are inadequate; the shifting of the burden of providing the books with which to carry on instruction in the elementary schools from the State to the individual districts has made it necessary to use funds intended for other purposes to provide these books; the dual method of providing books in the State is inefficient and uneconomical.

See also 89, 1873-1874, 1888, 1924, 2087, 2100, 2105, 2108, 2642, 3175; and under County unit.

#### EDUCATIONAL LEGISLATIVE

2639. **Bowman, Mary Belle.** The placing of the responsibility for the injury of children at school. Master's thesis, 1930. University of Cincinnati, Cincinnati, Ohio. 73 p. ms.

A study of the common law, specific cases as related to teachers, superintendents, boards and cities, state school laws or codes, in an attempt to place the responsibility for the injury of children at school in reference to the teacher, superintendent, school board, and cities as to their authority, liability and right to punish. Findings: Most of the states in both decisions and statutory enactments deal with corporal punishment and liability resulting from injuries thus received. Neither the common law nor the statutes of a number of the states gives the school authorities any control over the child between the time school is dismissed and when he reaches home.

2640. **Bowman, Warren Daniel.** The constitutional and legal basis of public-school administration in Virginia. Doctor's thesis, 1930. University of Chicago, Chicago, Ill.

2641. **Clarke, Benjamin Franklin.** The constitutional basis of public education, 1915-1930. Master's thesis, 1930. University of Chicago, Chicago, Ill.

Classifies all of the constitutional provisions relating to education which are now in force.

2642. **Edwards, I. N.** Legal authority of boards of education. *Elementary school journal*, 30: 291-99, December, 1929; 372-86, January; 431-39, February, 1930.

This article explains the legal authority of boards of education in regard to physical examinations of pupils, the employment of nurses, dentists, and physicians, practice teaching in the public schools, the employment of legal counsel, insuring school property and teachers, and delegating to agents the performance of purely administrative or ministerial duties.

2643. ——— Legal relation between school districts and municipalities. *Elementary school journal*, 30: 734-45, June 1930.

2644. **Enloe, E. L.** Compilation of New Mexico school laws. Master's thesis, 1930. University of New Mexico, Albuquerque. 140 p. ms.

2645. **Grigg, Claud.** Legislative basis for state support of public elementary and high schools in North Carolina since 1868. Master's thesis, 1930. Duke university, Durham, N. C. 102 p. ms.

An attempt to trace the legislative development of state supported public education in North Carolina since 1868, in the light of what the development shows from time to time as to state ideals of control.

2646. **Guenther, Henry William.** The constitutional and legal bases of public school administration in Oklahoma. Doctor's thesis, 1930. University of Wisconsin, Madison. 408 p. ms.

Formulates the basic principles underlying the school code in Oklahoma as shown by the Constitution, the statutes, and the decisions of the Supreme Court of the State, and makes recommendations for desirable changes in the present code.

2647. **Harton, Benjamin Love, jr.** The development of public education in South Carolina as revealed by legislative action and Supreme Court decisions. Master's thesis, 1930. Duke university, Durham, N. C. 108 p. ms.

A study of the material found in South Carolina session laws and Supreme Court decisions, throwing light upon the development of educational ideals in the State, as revealed in legal form.

2648. **Kessecker, Ward W.** Digest of legislation providing federal subsidies for education. 1929. U. S. Office of education, Washington, D. C. 63 p. ms.

2649. ——— Review of educational legislation, 1926-1928. Washington, United States Government printing office, 1929. 20 p. (U. S. Office of education. Bulletin, 1929, no. 27.)

Advance sheets from the Biennial survey of education in the United States, 1926-1928.

2650. **Lide, Edwin Scott.** Legal basis of the organization, support, and control of city schools. Doctor's thesis, 1930. University of Chicago, Chicago, Ill. 322 p. ms.

2651. **McEwen, Noble Ralph.** The legal development of education in Alabama as revealed through the statutes and Supreme Court decisions. Master's thesis, 1930. Duke university, Durham, N. C. 161 p. ms.

A study of the historical development of education in Alabama as revealed through the statutes and Supreme Court decisions of the State to determine the legal origins of education in Alabama.

2652. **Malan, Clement Timothy.** A legal study of the centralization of state control of education in Indiana, as revealed by constitutional provisions, legislative enactments, and Supreme and Appellate Court decisions. Doctor's thesis, 1930. Indiana university, Bloomington. 542 p. ms.

2653. **Matzen, John M.** State constitutional provisions for education. Fundamental attitude of the American people regarding education as revealed by state constitutional provisions, 1776-1929. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y.

Constitutional provisions relating to education adopted by each of the several states were studied. Findings are treated under the headings: state board of education; chief state school officer; chief county school officer; county board of education; federal land grants for state normal school; and state permanent common-school funds.

2654. **May, Max Roach.** The nature and frequency of Iowa Supreme Court cases in school law for the period 1915 to 1925. Master's thesis, 1930. University of Iowa, Iowa City. 76 p. ms.

2655. **Monroe, Ernest F.** The legality of school publicity by boards of education. American school board journal, 81: 34, 112, August 1930.

The purpose of this study was to ascertain the extent of the legal right for boards of education to expend public money for school publicity purposes, as evidenced by judicial decision. The study involves the examination of the several state and sectional reports of court proceedings. Data indicate that school boards will generally be sustained by the courts in the reasonable use of publicity.

2656. **National education association. Research division.** State school legislation, 1929. Washington, D. C., 1929. 57 p. ms. (Studies in state educational administration, no. 1)

Summarizes important state school legislation enacted during 1929.

2657. **Newson, N. William.** Legal status of the county superintendent. Doctor's thesis, 1930. New York university, New York, N. Y. 261 p. ms.

A study of the legal status of the county superintendent in the several states of the United States, including four minor problems: Early development of office; trends in legal prescriptions during periods of 1880, 1905, and 1930; bases of evaluation of the present legal status of the county superintendent; and evaluation of the legal status of the county superintendent at the present time.

2658. **Reeder, Fred N.** Judicial interpretation of the school laws of Pennsylvania. Master's thesis, 1930. University of Chicago, Chicago, Ill.

A study of the principles of common, statutory and constitutional law of Pennsylvania as interpreted by the Supreme Court in its decisions relative to school problems.

2659. Rhoades, Loren S. Legal duties of the county superintendent. Master's thesis, 1930. University of Cincinnati, Cincinnati, Ohio. 51 p. ms.

The author investigated the statutes of 48 states. Findings: The county superintendent is primarily a professional and clerical officer, whose duties are to discern, to advise, and to administer. Only a few states entrust the county superintendents with a strong assignment of professional duties and give them the power to discharge those duties. In other states he is a political officer with little real power. His duties should be sharply defined and power should be given him to discharge them.

2660. Ritenour, F. C. Interpretation of Indiana school laws by the Supreme Court. Master's thesis, 1930. Butler university, Indianapolis, Ind.

A study of the Indiana Supreme Court decisions as they relate to the public school laws of Indiana, in order to show the effect of these decisions upon the operation of the laws studied.

2661. Seyfried, John Edward. The contractual status of California city school superintendents. Doctor's thesis, 1930. University of California, Berkeley. 161 p. ms.

2662. Shaw, Ira D. Trends of educational legislation in Kentucky. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 90 p. ms.

2663. Soper, Wayne. The federal courts and the public schools. American school board journal, 79: 37-39, October 1929.

The author gives an analysis of federal court decisions regarding the public schools, with reference to trends of decisions.

2664. Verner, James Spencer. The powers and duties of the South Carolina board of education as found in the statutes and court decisions. Master's thesis, 1930. University of South Carolina, Columbia.

2665. Waterson, Corwin E. The operation of the Barnes high school law in Kansas. Master's thesis, 1929. University of Kansas, Lawrence. University of Kansas Bulletin of education, 2: 27-32, December 1927. (Abstract)

2666. Weltzin, J. Frederick. The legal authority of the American public school as developed by a study of liability to damages. Doctor's thesis, 1930. University of North Dakota, Grand Forks. 239 p. (School of education bulletin, no. 7, July 1930)

Contains chapters on the nature of the public school corporation, its status, its work, municipal liability, tort liability, liability of school officers, and liability of teachers and administrators.

2667. Woodburn, Wiley S. A study of school litigation in Allegheny county, Pa. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. University of Pittsburgh bulletin, 27: 411-12, November 1930. (Abstract)

See also 13, 92, 1447, 1971, 1995, 2227, 2240, 2244, 2253, 2263, 2275, 2379, 2582, 2698, 2700, 2711-2712, 2723-2724, 2740-2741, 2890, 2895, 3046, 3407, 3418, 3461, 3465, 3817.

#### EDUCATIONAL FINANCE

2668. Andrews, Robert Lee. Publicity of school finances. Master's thesis, 1930. Duke university, Durham, N. C.

A survey of the legal requirements of the various states in the attempt to determine what statutes most adequately meet the need for publicity of school finances. Includes such questions as, What items are required to be published, in what form, and through what media, with what degree of compulsion, and with what results, with special reference to North Carolina.

2669. Cammack, James W., jr. A brief review of current state support of common schools in Kentucky. In Kentucky. Department of education. Biennial report of the superintendent, 1929. Frankfort, Ky., 1929. p. 34-76.

Shows the amount of state support provided for elementary and secondary schools in Kentucky from 1798 to 1929.

2670. **Carpenter, Joseph E.** How would school finances in Douglas county, Kans., for the school year 1928-1929 have been affected by the application of the recommendations of the school code commission. Master's thesis, 1930. University of Kansas, Lawrence.

2671. **Carpenter, W. W. and Flowers, L. Eugene.** Evaluation of certain plans of financing education in South Carolina. *Peabody journal of education*, 7: 37-41, July 1929.

A study was made of four plans of financing used in South Carolina for the nine months school. Data indicate that the maximum participation by the local districts is worse than no participation.

2672. **Carroll, Charles Fisher, jr.** Taxation supplementary to state support of schools in North Carolina since 1868. Master's thesis, 1930. Duke university, Durham, N. C. 183 p. ms.

An attempt to show the extent of taxation supplementary to state support of schools in North Carolina since 1868, and to define the causes and results of such supplementary taxation.

2673. **Clark, Harold F.** Index of school-bond prices. *American school board journal*, 79: 72, July; 68, August; 68, 118, September; 62, October; 94, 96, November; 115-16, 118, December 1929.

2674. **Condit, P. M.** Sources of income for state teachers colleges and state normal schools. Greeley, Colorado state teachers college, 1929. 68 p. (Colorado state teachers college bulletin, ser. 29, no. 5, August 1929. Research bulletin no. 14)

A complete report on all types and amounts of revenue used by all state normal schools and state teachers colleges in terms of totals, chief sources and student units.

2675. **Davis, Donald P.** Financial policies in the school district of Arnold, Pa. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. *University of Pittsburgh bulletin*, 27: 251-52, November 1930. (Abstract)

2676. **Davis, H. H.** Tax situation in Ohio counties and cities. [1929.] State department of education, Columbus, Ohio.

2677. **Delker, Samuel F.** Sources and methods of raising and distributing public school revenues in the United States and their relation to the equalization of our school tax burden. Master's thesis, 1930. University of South Dakota, Vermillion. 110 p. ms.

2678. **Frasier, George Willard, and Whitney, Frederick Lamson.** Teachers college finance. Greeley, Colorado state teachers college, 1930. 500 p. (Education series no. 10)

2679. **Greenleaf, Walter J.** Financial support of colleges and universities, 1927-1928. Washington, D. C., U. S. Office of education, 1930. 4 p. ms. (Circular no. 6)

Data on the financial support of colleges and universities were taken up under the following subjects: Privately controlled institutions; publicly controlled institutions; land-grant colleges and universities; tuition and fees; endowment income; state and municipal funds; federal aid; and private gifts.

2680. **Grimm, L. B.** Ranking of counties of Illinois in ability to support education, in effort, and in the efficiency of their school systems. 1929. Illinois state teachers association, Springfield, Ill. 18 p. ms.

2681. **Hamtramck, Mich.** Public schools. The budget procedure of the Hamtramck public schools, 1930-1931. 1930. 155 p. ms. (Research series no. 4)

2682. **Hensen, Carl Wallace.** The financial support of public education in Marathon county, Wis., 1928-1929. Master's thesis, 1930. University of Chicago, Chicago, Ill.

A study of the social and economic resources of the county; the inequalities of educational support; the confiscatory character of the general property tax; and the terminal capital and operating costs.

2683. Hattox, John Stanley. Funds necessary for raising Mississippi public schools to certain standard. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 80 p. ms.

2684. Hendrik, Herman E. The problem of state support in Arizona. Doctor's thesis, 1929. New York university, New York, N. Y.

2685. Holy, T. C. and Sutton, D. H. Financial data for Ohio. Educational research bulletin (Ohio state university), 8: 366-68, November 6, 1929.

A summary of data collected from 81 cities and 43 exempted villages in Ohio, showing valuation per pupil enrolled, tax rate for school purposes, tax rate for all purposes, and bonded debt per pupil enrolled.

2686. Iversen, William Lincoln. Statutory provision for financing education in the United States in 1840. Master's thesis, 1930. Stanford university, Stanford University, Calif.

2687. Jagers, B. E. Budgetary procedures in the county school systems of Kentucky. Doctor's thesis, 1930. Cornell university, Ithaca, N. Y. 261 p. ms.

2688. Jones, G. Lawrence. An application of the large fund plan of school financing to the public schools of Indiana. Master's thesis [1930?] Indiana state teachers college, Terre Haute. 129 p. ms.

2689. Jones, J. W. The distribution of school revenues. 1930. Indiana state teachers college, Terre Haute. 7 p. ms.

2690. ——— Present-day problems in school finance in Indiana. 1930. Indiana state teachers college, Terre Haute. 12 p. ms.

2691. ——— A report on the supervision of state aid in Indiana. 1930. Indiana state teachers college, Terre Haute. 17 p. ms.

2692. ——— A selected and annotated bibliography of public school finance. 1930. Indiana state teachers college, Terre Haute. 28 p. ms.

2693. Jory, Harold Budd. Tax delinquency and its implications for public school finance. Master's thesis, 1930. Stanford university, Stanford University, Calif.

2694. Kansas. State department of education. Practical application of the financing plan of the proposed school code of Kansas to the various school districts, arranged by counties. [1930]

2695. Ketler, Franklin Courtney. Reserve funds in public school finance. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y.

The various kinds of reserve funds are studied: Interim, building, sinking fund, insurance, and contingency. They are evaluated in the light of the following criteria: financial, procedure serving to keep the burden on the taxpayer at a minimum, safeguarding the public money, and promoting ease of administration. The author offers suggestions as to sound procedure in the practical and economic limitations of reserve fund financing.

2696. King, Dana M. (Clymer, N. Y.) Procedures in budget making in the village and centralized school systems of New York State. [1930]

Questionnaire study from over 300 schools maintaining a four year high school in villages under 8,000 population.

2697. King, Harry B. Public-school finance in the State of Delaware. Doctor's thesis, 1929. New York university, New York, N. Y.

2698. Koch, J. Wilbur. Constitutional provisions for permanent common school funds in the several states. Master's thesis, 1930. Ohio state university, Columbus.

Sources (federal and state), methods of preservation and distribution of the fund are tabulated and contrasted.

2699. Lewis, Archie Boyd. Relation between public-school support and financial ability in Texas and other states. Master's thesis, 1930. University of Texas, Austin.

2700. **Lindahl, Viva May.** Statutory provisions for financing education in the United States in 1895. Master's thesis, 1930. Stanford university, Stanford University, Calif.

2701. **McCreight, Elizabeth Ivy.** Public-school revenues, apportionment, and costs in Arizona. Master's thesis, 1930. University of Southern California, Los Angeles. ms.

2702. **Maher, Vincent Paul.** Student body finances, their administration. Master's thesis, 1930. University of Southern California, Los Angeles. ms. \*

2703. **Miller, Glenn Eugene.** School bonds issued in the State of Nebraska, 1920 to 1928. Master's thesis, 1929. University of Nebraska, Lincoln. 77 p. ms. Educational research record (University of Nebraska), 2: 153-63, April 1930. (Abstract)

An analysis of the kinds and types of school bonded indebtedness that have been assumed by Nebraska school communities during the past seven and one-half years in order that the forms may be better understood and the best financial policy for other communities indicated.

2704. **Morgan, W. E.** Analysis of public-school finance in California. 1930. State department of education, Sacramento, Calif. California schools, 1: 49-55, March 1930.

2705. **Morison, Wilbur Cyrus.** Apportionment of school funds. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 77 p. ms.

2706. **Morse, Herbert N. and Anderson, Charles D.** Distribution of state aid to districts in New Jersey. [Paterson, N. J.] State federation of district boards of education of New Jersey, 1929. 353 p. (Financial series, vol. no. 2)

The sources of income for state aid and the various types of schools and of districts which should receive aid were studied and compared statistically for the years 1926-1927 and 1927-1928.

2707. **National education association. Research division.** School revenues and new methods of taxation. Washington, D. C., 1930. 12 p. ms. (Studies in state educational administration, no. 2)

2708. ———— Investing in public education. Washington, D. C., 1930. (Research bulletin, vol. 8, no. 4, p. 166-219)

2709. **Norstad, E. O.** Public-school indebtedness in North Dakota. Master's thesis, 1929. University of Minnesota, Minneapolis.

2710. **Oberson, Louis Edward.** The status of the county in financing education in the states west of the Mississippi. Master's thesis, 1930. Stanford university, Stanford University, Calif.

2711. **Ohio education association.** A brief study of the proposed constitutional amendment permitting classification of property for taxation and placing a limitation of 15 mills on total rates of taxation: its character and possible effects. 1929. ms.

2712. **Pendleton, James Henry.** Statutory provisions for financing public education in the United States in 1865. Master's thesis, 1930. Stanford university, Stanford University, Calif.

2713. **Pennsylvania. Department of public instruction.** Report of the commission to study the distribution of subsidies to school districts, 1929. Harrisburg, Pa., 1930.

2714. ———— A uniform accounting system for school districts. Harrisburg, Pa., 1929. 20 p. (Bulletin no. 50)

2715. **Bankin, Christopher Van Besselaer.** The reorganization of finances of the schools in Sedgwick county. Master's thesis, 1930. University of Wichita, Wichita, Kans. 87 p. ms.

2716. **Beavis, W. C. and Woellner, Robert.** The administration of the budget in secondary schools. *School review*, 37: 589-97, October 1929.

Most of the principals of the 522 representative secondary schools studied have budgets to administer. The data presented in this article indicate the trends of budgetary practices and should enable principals to increase their efficiency as school administrators.

2717. **Shaw, Leslie P.** A study of delinquent and insolvent taxes of independent school districts of Hale county, Texas. Master's thesis, 1930. University of Colorado, Boulder. *University of Colorado studies*, 18: 104, December 1930. (Abstract)

A study to determine whether boards of trustees of independent school districts in Texas are proving themselves efficient bodies through which revenue for public-school purposes may be provided. A survey was made of tax procedure followed by school officials of independent school districts of Hale county.

2718. **Shipley, A. H.** A comparison of prices paid by central purchasing and individual district buying for school supplies. *American school board journal*, 79: 50, 142, 144, July 1929.

This study shows a comparison between the purchasing plan through a central agent, and the local buying of the individual school districts. Actual prices paid by each district in Fresno county, Calif., are compared with those paid by the purchasing agent in 1928.

2719. **Shower, George Nelson.** How Virginia finances her public schools. Master's thesis, 1930. University of Virginia, Charlottesville.

2720. **Smith, Harold T.** Recent trends in the investment policies of the endowed colleges of the Middle West. Doctor's thesis, 1929. University of Iowa, Iowa City. ms.

2721. **Smith, J. Edward:** Tax exonerations in certain school districts in Beaver county, Pa. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. *University of Pittsburgh bulletin*, 27: 383-84, November 1930. (Abstract)

2722. **Smith, W. Ray.** School depository and school treasurer. *American school board journal*, 80: 67, May 1930.

A questionnaire study was made to determine the feasibility of the school depository acting as the school treasurer in Pennsylvania. Data indicate that the logical agency to be entrusted with the responsibilities of accounting for all school money is the well-equipped bank which serves as the school depository.

2723. **Soper, Wayne W.** The legal aspects of the rights and powers of school officials with respect to taxation. *American school board journal*, 79: 43, 104, December 1929.

A study was made of the legal aspects of the rights and powers of school officials with respect to taxation in the various states.

2724. ——— What rights and powers have schools for taxation? *American school board journal*, 80: 55-56, May 1930.

A study of the various state laws to determine the salient principles involved in persons and property exempt from taxation, in levying assessments of school district taxes, and the rights and remedies of taxpayers.

2725. **Staffelbach, Elmer H.** The severance tax idea applied to California mineral production. *California teachers association*, San Francisco. *Sierra educational news*, 25: 30-34, September 1929.

The author defines the severance tax, and applies the principle of the tax to the various minerals produced in California in 1926, by county. He favors the severance tax, as he feels that the present generation, which is enjoying the benefits from the consumption of the mineral resources, should make some provision for the needs of the coming generation.

2726. **Stable, Clyde V.** A study in unified financial school support of Westmoreland county. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. *University of Pittsburgh bulletin*, 27: 389-90, November 1930. (Abstract)

2727. **Stenquist, John L. and staff.** Analysis of the budget of the Department of education for 1930. Baltimore, Md., Department of education, 1929. 12 p.

2728. **Stillwell, George B.** Proposed changes in public school support in South Dakota. Master's thesis, 1930. University of South Dakota, Vermillion. 48 p. ms.

2729. **Stoutemyer, J. Howard.** The general property tax and public-school support. *Nation's schools*, 4: 69-73, September 1929.

A study was made of the various types of taxes collected by the federal government and the state governments and their applicability to public school support.

2730. **Swift, Fletcher Harper.** State systems of taxation for public schools—the Massachusetts plan. *American school board journal*, 79: 49-50, July 1929.

In a study of state systems of taxation for public schools, it was found that Massachusetts is the only one in which the schools have a legal claim on the state tax.

2731. ——— and **Zimmerman, Bruce Lewis.** State school taxes and school funds and their apportionment. A report on the practices of the 48 commonwealths constituting the United States of America. Washington, Government printing office, 1929. 431 p. (U. S. Office of education. Bulletin, 1928, no. 29)

2732. **Taff, N. O.** History of state revenue and taxation in Kentucky. Doctor's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 216 p. ms.

A factual and interpretative study covering the entire history of the State.

2733. **Turnbull, Lloyd W.** The redemption of school bond indebtedness in Eugene. Master's thesis, 1929. University of Oregon, Eugene. 48 p. ms.

A study of the method used by the Board of education, School district no. 4, Lane county, Oreg., in handling bonded indebtedness incurred for permanent improvements. Findings: System of refunding costs district 76 per cent in interest charges—pay-as-you-go plan would save the situation.

2734. **Webster, Guy W.** A study of some problems in school supply accounting procedure in second class cities in Kansas. Master's thesis, 1929. University of Kansas, Lawrence. (Reviewed in *University of Kansas Bulletin of education*, 2: 15-19, April 1930)

2735. **Whaley, Otis.** A survey of state support of county public elementary school and high school education in Tennessee. Master's thesis, 1930. Duke university, Durham, N. C. 80 p. ms.

A study of the state public schools of Tennessee as compared with those of North Carolina, and an analysis of the distributions of state funds to elementary and secondary schools.

2736. **Whaley, W. C.** Resources for the support of public schools in Drew county, Ark. Master's thesis, 1930. University of Chicago, Chicago, Ill.

This study seeks to find whether or not Drew county is financially able to support an adequate system of public schools under a more scientific plan of organization. Studies were made of population, resources, income, the district system, methods of raising revenue, the schools, and changes which might lead to improved conditions.

2737. **Whitfield, G. M.** Financing the Tacoma public schools. June 1930. 117 p. ms. (Mr. Whitfield is principal of the Franklin school, Tacoma, Wash.)

A study of Tacoma's ability to pay for schools, the organization and administration of the Tacoma schools, school costs, school receipts, etc. Suggestions for an equitable and better scheme of taxation for school control are given.

2738. **Williams, R. C.** Public school finance in Iowa. Preliminary report. Des Moines, Iowa, State department of public instruction, 1930. 58 p.

Gives the status of types of school districts in Iowa, and data on financial support, costs, and educational programs.

2739. **Williams, Gerald Arthur.** Analysis of elementary school finance for Redwood City and of the schools of San Mateo County, 1910-1911 to 1928-1929. Master's thesis, 1930. Stanford university, Stanford University, Calif.

2740. **Yakel, Ralph.** The city government and its control over school expenditures. *American school board journal*, 79: 39-41, August 1929.

Discusses the legal principles involved in the control of school expenditures.

See also 13, 16, 89, 1924, 1934, 2014, 2582, 2645, 3033, 3269, 3305, 3312, 3685, 3705.

#### COST OF EDUCATION

2741. **Anderson, John Dickson.** Legal expenditure of public school funds in Pennsylvania. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. 151 p. ms. *University of Pittsburgh bulletin*, 27: 216-17, November 1930. (Abstract)

2742. **Berning, T. J.** A study of elementary and high school costs in districts maintaining class A high schools and high school departments. St. Paul, Minn., State department of education, 1930. 58 p.

From this study it was found that per pupil elementary costs were about the same in the two types of schools throughout the state; per pupil high-school costs were much higher in the smaller districts.

2743. **Brooks, Mark L.** Comparative cost of teaching industrial arts and the average of all other subjects in 32 schools in the State of Kansas, school year 1927-1928. Master's thesis, 1930. Iowa state college, Ames. 151 p. ms.

Thirty-two schools were selected with regard to classification, geographical location, population of city and other factors which would insure a fairly accurate cross section of the schools of the State as a whole. Data were based on school year 1927-1928, showing the cost per pupil hour for teaching industrial arts to be \$0.2510. Average cost for all other subjects is \$0.1432.

2744. **Canopy, W. B.** A study of unit costs in the high schools of Tazewell county, Ill., for the year 1928-1929. Master's thesis, 1930. University of Illinois, Urbana. 75 p. ms.

In this study unit costs in 12 community high schools were compared.

2745. **Clark, James Russell.** The daily instructional cost per pupil per subject in the high schools of Randolph county, Ind. Master's thesis, 1930. Indiana university, Bloomington. 87 p. ms.

2746. **Clark, W. G.** Achievement and mental ability as factors in computing elementary school instruction costs. Master's thesis, 1930. University of Iowa, Iowa City. 58 p. ms.

2747. **Conrad, Paul Krug.** The cost of textbooks in Allegheny county. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. *University of Pittsburgh bulletin*, 27: 244-45, November 1930. (Abstract)

2748. **Cope, John Robert.** Cost trends for higher education in Missouri. Doctor's thesis, 1930. University of Missouri, Columbia.

A study of cost trends in the five state teachers colleges of Missouri from 1890 to 1930.

2749. **Davis, H. H.** Unit costs in certain Ohio high schools. [1930] State department of education, Columbus, Ohio.

2750. **Davis, H. M.** An intensive study of the organization and administration of the Moose Lake, Minn., public school, with special consideration of costs and financial practices. Master's thesis, 1929. University of Minnesota, Minneapolis.

2751. **Fisher, Guy E.** A study of the expenditure of monies in the independent districts of Payne county, Okla. (1919-1920 to 1928-1929) in relation to physical growth and teacher development. Master's thesis, 1930. Oklahoma agricultural and mechanical college, Stillwater.

2752. **Floyd, J. Denton.** Relative cost of teaching industrial arts and other high school subjects in Oklahoma, school year 1927-1928. Master's thesis, 1929. Iowa state college, Ames. 187 p. ms.

A study of 40 schools located in all sections of the State of Oklahoma. Findings: Average cost per pupil-hour of teaching industrial arts is \$0.1591; other subjects, \$0.0991.

2753. **Greene, Charles E.** Analysis of the unit cost of education in junior high school for 1927-1928 and 1928-1929. 1930. Public schools, Denver, Colo.

2754. **Grossnickle, Foster E.** Capital outlay in relation to a state's minimum program. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y.

Expenditures for debt service and current expenses for each school district in New Jersey were secured for each year from 1919 to 1928, inclusive, and studied to find a scientific means of distributing state aid to support a minimum program for capital outlay. Data indicate that there was a linear relationship between capital outlay and current cost until a level of the minimum current program reached about \$3,000 per teacher. From that point a non-linear relation existed between the two variables.

2755. **Haddock, Richard Abraham.** The support of public education in Sampson county, N. C. Master's thesis, 1930. Duke university, Durham, N. C.

A study of expenditures for public education in Sampson county, showing what the county is receiving per pupil enrolled, per pupil in average attendance, and per teacher employed.

2756. **Heggerston, A. I.** An analysis of costs in city school systems. Master's thesis, 1930. University of Minnesota, Minneapolis.

2757. **Hill, George Manett.** A study of the operation of school plants and certain current expenses for supplies. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. University of Pittsburgh bulletin, 27: 291-92, November 1930. (Abstract)

2758. **Hollifield, J. F.** A study of costs of instruction in vocational schools. Master's thesis, 1929. Virginia polytechnic institute, Blacksburg.

A study to determine the costs in vocational and non-vocational high schools in the State. Findings: Costs were higher in vocational schools than in non-vocational on the average; there was far more difference between individual schools than between the two groups; etc.

2759. **Hood, J. T., jr.** Instruction costs in typical small high schools. Nation's schools, 4: 63-68, September; 38-42, November 1929.

A study of instruction costs in 56 small four-year high schools in Massachusetts. Presents a program of studies to meet the needs of the pupils enrolled in the small high school.

2760. **Huffaker, Carl Leo.** Neglected aspects of common school costs. Eugene, University of Oregon, 1930. 67 p. (University of Oregon. Education series)

A study of 85 per cent of all elementary schools over one-room, and all one-room schools of the State. Findings: Elementary schools show extreme variation in teaching costs due to poor organization; teaching load of Oregon elementary teacher is below standard; largest costs occur in one-room schools; the State would profit by consolidation.

2761. **Johnson, Earl A.** Some phases of finance in the support of 30 representative public junior colleges in six central states of the United States. Doctor's thesis, 1929. Indiana university, Bloomington. 273 p. ms.

Determines what the current expenditure for education was in the junior colleges of 30 districts in the central states, and the relationship between expenditure for the junior college level and for the regular high school level.

2762. **Knight, Frederick S.** Cost accounting in Hood River public schools, Hood River, Oreg. Master's thesis, 1930. University of Oregon, Eugene. 76 p. ms.

Detailed cost accounting for a local school system (about 1,700 pupils enrolled), elementary, junior and senior high schools.

2763. Lambert, A. C. Proportionate distribution of current expenditures in Utah school systems. *Journal of educational research*, 20: 233-36, October, 1929.

2764. ——— The useful units for making analysis of school costs. *American school board journal*, 80: 65, 134, May 1930.

From a study of 106 published studies of school costs made between 1911 and 1929, the author concludes that "there is not yet any single best denominator to use for making unit-cost analyses of school expenditures."

2765. Lease, R. A. The cost and support of secondary education in the State of Minnesota. *American school board journal*, 79: 43-44, October 1929.

A survey of the financial reports of all of the secondary schools of Minnesota, excepting those in Minneapolis, St. Paul, and Duluth. "Average daily attendance" was used as the basis for computing per pupil costs and per pupil wealth.

2766. Lovejoy, Philip. Some financial fallacies. *American school board journal*, 79: 51-52, September 1929.

A study of raw cost comparisons of school systems shows a number of major variables.

2767. McCue, Ernest F. A comparison of the costs of education with other costs in Wilson county, Kans. Master's thesis, 1929. University of Kansas, Lawrence.

2768. Magnusson, Albert Lake. Per-pupil cost of secondary education in the State of North Dakota. Master's thesis, 1929. University of North Dakota, Grand Forks. 72 p. ms. *School of education record*, 15: 121-24, January 1930. (Abstract)

2769. Michigan education association. Some variables in comparative public school cost accounting. Lansing. Michigan education association, 1930. 24 p. (Bulletin no. 12)

2770. Muncie, Ird. Public schools. Department of educational research. The cost of public education in Muncie and some comparisons with other cities. 15 p. (Bulletin, no. 36)

2771. National education association. Department of superintendence. City school expenditures, 1928-1929. Washington, D. C., 1930. 40 p. ms. (Educational research service circular, no. 1, 1930)

A study of data for 209 cities above 30,000 in population, and 74 smaller cities, showing average daily attendance, main items of expenditure, per pupil costs for seven divisions of current expenses and per cent distribution of seven divisions of current expenses.

2772. New Jersey. State department of education. Statistical and cost studies of education in New Jersey. Trenton, 1930. 350 p. (Education bulletin, vol. 16, Special, June 1930)

2773. Noble, M. C. S., jr. Current expense in the public day schools of the United States. 1930. State department of public instruction, Raleigh, N. C. 18 p. ms.

2774. North Carolina. State department of public instruction. General statistical information. 1930. Raleigh, N. C. 100 p. ms.

A combination of four studies appearing under the following titles: Comparison budgeting current expense costs of six months school term, 1926-1927, 1929-1930; Comparison number and scholarship of teachers, 1928-1929, 1929-1930; Actual expenditures for current expense in rural schools—six months term, 1928-1929; Actual expenditures for current expense in special charter schools—six months term, 1928-1929.

2775. Oberholtzer, E. E. and Kemmerer, W. W. A comparison of the larger Texas cities in cost, in increase of teaching body, in teacher load, and the ability of the schools to hold the pupils of school age in school. In Houston, Texas Independent school district. Cost and education statistics, 1930. 10 p.

2776. Ohio education association. Educational council. Economies and curtailments in school expenditures as reported by superintendents of schools in Ohio. 1929. Columbus, Ohio. 42 p. ms. (Part II of a Study of waste and economy in public education)

A study of what has been done to effect real economy and reduction of expenditures in the public schools of Ohio during the past few years, and what plans are being made along these lines for the future. Questionnaires sent to city, village, and county superintendents asked for information concerning real economies effected, curtailments required to be made which were of doubtful economy, and possible economies which should be introduced as conditions permit.

2777. Peters, Clarence William. An analysis of the current expenses in various school districts of Allegheny county, Pa. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. University of Pittsburgh bulletin, 27: 355-56, November 1930. (Abstract)

2778. Reeves, Floyd W. and Russell, John Dale. The computation of unit costs in schools of higher education. Nation's schools, 4: 29-36, October 1929.

In this study the authors used the student-credit-hour unit as a base for the study of instructional salary costs, current expenditures, and total costs. The use of unit cost figures for the whole institution aids department heads in planning their courses with reference to the needs of the institution rather than from the isolated viewpoint of the welfare of a single department.

2779. Roubal, Frank J. The teaching costs in the high schools of Idaho. Master's thesis, 1930. University of Oregon, Eugene. 26 p. ms.

A study of about 38 per cent of the schools of Idaho. Findings: Highest costs were found in the smaller schools; salaries were highest in the largest schools; classes increase in size according to number of teachers in system. Main factor in pupil hours cost is class size rather than teacher salary.

2780. Rowley, Hal Earl. Classification of school expenditures in four California systems. Master's thesis, 1930. University of Southern California, Los Angeles. ms.

2781. Smith, Harry P. (Syracuse, N. Y.) Comparative study of school costs in unit multiple type cities. [1930]

Comparison of costs of all cities above 30,000 that could be definitely classified as unit or multiple in type.

2782. Steiner, Melvin Arthur. Some aspects of school costs and pupil success. Doctor's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. University of Pittsburgh bulletin, 27: 174-84, November 1930. (Abstract)

2783. Turnbull, George A. Cost of education in various junior high schools. Master's thesis, 1930. University of Southern California, Los Angeles. ms.

2784. United States. Office of education. Report on school expenditures of Huntington, W. Va. Huntington, W. Va., Board of education, 1929. 48 p.

This survey was made by W. S. Deffenbaugh and Frank M. Phillips.

2785. Velte, C. H. Codification of items of expenditure for school service. Master's thesis, 1929. University of Nebraska, Lincoln. 134 p. ms.

An attempt to form for use in Nebraska schools a list of items of expenditure for school service and to indicate by code the proper placement of each item on the distribution ledger account sheets.

2786. Whitney, F. L. Departmental student credit hour costs, Colorado state teachers college, fall quarter, 1929. Colorado state teachers college, Greeley. 8 p. ms.

Findings: Highest cost per student hour was found in the physical education department for men, \$8.15; the lowest in the geography department, \$0.87. Approximate median was \$2.14 for all departments.

2787. **Yaggy, Ira D.** A comparison of instructional costs in high school and junior college. Master's thesis, 1930. University of Chicago, Chicago, Ill. 140 p. ms.

Eight public school systems which maintain both a high school and a junior college were studied and comparisons were made for each system and for all combined.

See also 1528, 1894, 1905, 2040, 2308, 2701, 2873, 3273, 3314, 3381, 3670, 3695, 3698.

#### EQUALIZATION OF SCHOOL FUNDS

2788. **Foote, John M.** A state equalizing fund for public education showing how Louisiana can more adequately meet its educational responsibility. Baton Rouge, La., State department of education, 1929. 51 p. (Bulletin, no. 166, September 1929)

Presents ten reasons and conditions which require such a fund and proposes a plan for distribution.

2789. **Grimm, L. R.** Equalizing to higher levels. 1930. Illinois state teachers association, Springfield. Illinois teacher, 19: 85-87, 100, 1930.

2790. **Jones, J. W. and Holmstedt, B. W.** The distribution of state funds for the purpose of equalizing educational opportunity. 1930. Indiana state teachers college, Terre Haute. 128 p. ms.

2791. **Jones, Lee Francis.** Financial need and state aid of public education, with special reference to Wisconsin high schools. Doctor's thesis, 1930. University of Wisconsin, Madison. 77 p. ms.

A detailed analysis of the financial situation in Wisconsin schools with special reference to effects of the equalization law in elementary schools and the need for equalization of the burden of financial support in high school districts. A plan is proposed for the distribution of state support to the high school districts based upon educational need and the ability to pay in these districts. The technique evolved is applicable to distribution of state support in any state.

2792. **Lura, Casper.** A study of the tendencies toward equalization of educational opportunity through school aid in North Dakota since 1900. Master's thesis, 1930. University of Iowa, Iowa City. 87 p. ms.

2793. **Maryland.** State department of education. Equalizing educational opportunities in Maryland, through a minimum program and an equalization fund. 1930. Baltimore, Md.

2794. **Mullins, Robert J.** A plan for state support of public schools in New Mexico. Master's thesis, 1930. University of Colorado, Boulder. University of Colorado studies, 18: 93, December 1930. (Abstract)

A survey of the finances of the State from statehood to 1929 indicates that the schools are reasonably economical and efficient, but that vast inequalities of educational opportunity exist due to the antiquated tax system in use. The author gives a plan for the reorganization of the system of taxation and the assumption by the State of responsibility for a minimum educational program in each county.

2795. **Nelson, Olaf.** Equalization of school support among districts in North Dakota. Master's thesis, 1930. University of North Dakota, University.

2796. **North Carolina.** State department of public instruction. The public school equalizing fund, 1930-1931. 1930. Raleigh, N. C. 100 p. ms.

Shows methods for determining allotments for equalizing fund; also tax reduction fund.

2797. **Reusser, Walter C.** Equalization of educational opportunity and equalization of school support in Wyoming. Doctor's thesis, 1930. University of Iowa, Iowa City. Laramie, Wyoming state teachers association, 1929. 52 p. (Research bulletin, no. 1)

An analysis of wealth, taxation and state aid and a plan for equalization of educational opportunity in Wyoming. The poorest county must treble its tax rate in order to provide for a school program costing but one-half as much as that in the wealthiest county. Equalization may be brought about by a redistribution of state aid and by means of an equalization fund.

2798. **Rogers, Nannie Adams.** The equalization laws of Arkansas. Master's thesis, 1930. University of Colorado, Boulder. University of Colorado studies, 18: 100-101, December 1930. (Abstract)

2799. **Thompson, E. M.** Educational inequalities in Wyoming in the distribution of federal and state school aid in Wyoming. Master's thesis, 1929. Colorado state teachers college, Greeley.

2800. **Utah State-department of public instruction.** A study of inequalities in educational opportunities in the State of Utah with a brief statement as to underlying principles governing a state minimum educational program. Salt Lake City, State department of public instruction, 1930. 36 p.

Shows the inequalities in taxable wealth in the several school districts in Utah and the resulting inequalities in educational opportunities in these districts.

2801. **Utah education association.** The probable basis upon which an equalization fund for educational purposes in Utah could be set up and maintained. 1930. 28 p. ms.

2802. **Waterman, Ivan Russell.** Equalization of the burden of support for education. Doctor's thesis, 1930. University of California, Berkeley. 93 p. ms.

Develops a technique for the apportionment of state school funds so as to equalize the burden of support for education among the several units of support.

2803. **Wilson, Chapell.** School equalizing funds in North Carolina. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 67 p. ms.

A study of the equalizing funds from the beginning in 1901 through each year including 1929-1930.

2804. **Winters, Thomas Howard.** An evaluation of typical attempts to equalize educational opportunity by state aid. Doctor's thesis, 1930. Ohio state university, Columbus. 836 p. ms.

This study involved the definition of the problem of equalization, brief examination of equalization in 48 states, study of entire school financial system in 13 states, evaluation of results, etc. Findings: No state has taken into consideration all of the factors necessary for complete equalization; complete equalization is hardly possible without leveling some subdivisions downward; certain principles must be followed to proceed in the right direction. These are set up.

2805. **Young, Dale S.** Apportionment and distribution of Alabama's equalization fund. Montgomery, Ala., State department of education, 1930. 16 p.

Application of Alabama's minimum program to the counties of the State.

See also 2588, 2677, 3553.

#### SCHOOL SUPERVISION

2806. **Adams, Mary A.** An analysis of the supervisory opportunities involved in the curriculum program for elementary grades in seven large city systems. Master's thesis, 1930. Johns Hopkins university, Baltimore, Md.

2807. **Brink, William G.** Direction and coordination of supervision. Current practices of city superintendents. Bloomington, Ill., Public school publishing company, 1930. 117 p. (Northwestern university. Contributions to education, School of education series, no. 3)

2808. **Cole, William E.** The status of rural supervisors of instruction in the United States. Doctor's thesis, 1930. Cornell university, Ithaca, N. Y. Ithaca, N. Y., Cornell university, 1930. 57 p.

2809. **Cone, George B.** (Rochester, N. Y.) The relation of the supervisor and the supervised. [1930]

2810. **Devers, Nancy O.** Current practice in rural school supervision. Report for 1929-1930. 1930. State department of public instruction, Raleigh, N. C.

Summarizes, compares and interprets county school supervision in terms of supervisory activity, program of work, teacher growth, school organization, and pupil condition during the year.

2811. **Finch, Hardy Rundell.** A study of the methods of supervision used by high school principals in towns under 5,000 population. Master's thesis, 1930. St. Bonaventure college, St. Bonaventure, N. Y. 37 p. ms.

High school supervision in New York towns.

2812. **Frost, Norman.** Course of study recommended for those preparing themselves to become supervisors of country schools. Educational administration and supervision, 16: 1-11, January 1930.

Recommends a course of study based on suggestions received from 30 states. The author submits a course of study as a start in the direction of a creation of a wise curriculum for those who are training for county supervisorships.

2813. **Hart, Melvin C.** Supervision from the standpoint of the supervised. School review, 37: 537-40, September 1929.

Questionnaires were sent to 22 high schools in Michigan. Findings: Teachers seem to feel that supervisory visits followed by reports or conferences are desirable and helpful. A successful supervisor will impress teachers with the fact that his primary aim is to improve instruction rather than to visit classes or secure ratings. Every teacher has a right to know how the administration reacts to his work.

2814. **Hooper, Thomas H.** County supervision of schools in Colorado. Master's thesis, 1930. University of Kansas, Lawrence.

2815. **Hughes, James M. and Melby, Ernest O.** Supervision of instruction in high school. Bloomington, Ill., Public school publishing company, 1930. 191 p. (Northwestern university. Contributions to education, School of education series, no. 4)

The study was undertaken with a view to determining the nature and status of supervisory practices in selected high schools; to obtain an evaluation of these practices; and to illustrate techniques applicable in programs of instructional improvement. The major part of the data was collected by personal visitation of 20 high schools in the Chicago area.

2816. **Johnson, Franklin W.** A checking list for the supervision of instruction. 1930. Teachers college, Columbia university, New York, N. Y.

2817. **Knudson, Charles W.** A program of high school supervision. Peabody journal of education, 7: 323-31, May 1930.

Describes a program of high-school supervision which was inaugurated and directed in the ten high schools of Webster Parish, La., during the school year 1928-1929.

2818. **McDonald, Sarah Meadors.** A proposed plan for state supervision of secondary education in rural schools. Master's thesis, 1929. Alabama polytechnic institute, Auburn.

2819. **Melby, Ernest O.** The organization of high-school supervision in certain cities. School review, 37: 736-46, December 1929.

Data on the practices in the organization of high-school supervision in 80 school systems in cities having a population between 10,000 and 20,000 are given. Supervision in the high schools covered by this report is a joint undertaking of the principal and the superintendent of schools. The writer thinks that supervisory responsibility should be delegated to the principal, and the superintendent of schools should give his attention to the problems of supervisory organization applicable to both the elementary and secondary schools.

2820. **Moore, Clyde B.** Case studies in the supervision of village schools. Albany, University of the State of New York press, 1930. 27 p. (University of the State of New York bulletin, no. 955, September 1, 1930.)

2821. **National education association.** Department of superintendence. Eighth yearbook. The superintendent surveys supervision. Washington, D. C., National education association, 1930. 471 p.

2822. ——— Department of supervisors and directors of instruction. Current problems of supervisors. Third yearbook. New York city, Teachers college, Columbia university, 1930. 252 p.

J. Cayce Morrison, chairman.

An analysis of the status of supervision in American public schools in 1929.

2823. **Odom, Isaac Newton.** The effect of a definite plan of supervision on the efficiency of elementary school pupils. Master's thesis, 1929. University of Colorado, Denver. 38 p. ms.

A study of the diagnostic testing and remedial work on AQ in reading, arithmetic, and spelling, and the effect on composite achievement quotients in 132 cases in grades 2 to 6. Findings: Median IQ = 108; median AQ for October, 92, for May, 101.

2824. **Persell, George A.** (Jamestown, N. Y.) Extent to which heads of departments in senior high schools supervise junior high schools. [1930]

2825. **Redfearn, Lena.** Supervision of instruction in the elementary schools of North Carolina. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 38 p.-ms.

2826. **Reynolds, Annie.** Developments in rural school supervision. Washington, United States Government printing office, 1929. 17 p. (U. S. Office of education. Education bulletin, 1929, no. 32.)

2827. **Sasser, Mrs. Roxie, J.** Critical analysis of supervisory plans with special emphasis on evaluating rural supervision in North Carolina. Master's thesis, 1930. Duke university, Durham, N. C. 132 p. ms.

A résumé of the history and functions of supervision, a discussion of practical material from the general field of supervision, a comparative study of plans that have been successfully used, with an analysis of what has been done in North Carolina in the way of rural supervision, and the presentation of a suggested plan for developing rural supervision in North Carolina.

2828. **Schrode, Hulda.** Changing concepts in supervision. Master's thesis, 1930. University of Wisconsin, Madison.

2829. **Shuler, Harry Elston.** Supervisory officers employed by 60 school systems of the United States. Master's thesis, 1930. University of Wichita, Wichita, Kans. 38 p. ms.

2830. **Simpson, Mabel E.** Supervisory problems from the teacher's viewpoint. Educational method, 9: 392-97, April 1930.

Two hundred and thirty teachers in city school systems varying from the smallest to the largest in size, in 21 states and the District of Columbia, reported supervisory problems. The main trends were classified as to aims and methods, instructional material, classroom organization and pupil control, and professional growth in service. Data indicate that successful supervisory procedures demand a close coordination of all lines of responsibility in order that the best conditions for learning may be established.

2831. **Spangler, Bessie Pearl.** Effectiveness of supervision of instruction in United States history by means of a study guide. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. 135 p. ms.

2832. **Strange, Edson C.** Supervision by department head. Master's thesis, 1930. University of Illinois, Urbana.

A survey of existing theories, actual practices, and practice at Upper Darby high school.

2833. **United States.** Office of education. Procedures in supervision. Prepared in the Division of special problems, Katherine M. Cook, chief. Washington, United States Government printing office, 1930. 22 p. (Pamphlet, no. 9, June 1930)

Abstracts of selected papers presented at the fourth conference on rural school supervision in the Southern States called by Wm. John Cooper, Commissioner of education, at Nashville, Tenn., December 16 and 17, 1929.

The first paper entitled, "The rural school principal and supervision," gives reports of a questionnaire study of the activities of principals in the Southern States; the second paper, by Hattie S. Parrott, is "The developmental history of the school child an agency in supervision"; and the third paper by Maycle Southall, is entitled, "Direct means used by rural supervisors to improve teachers in service."

See also 82, 89, 170, 249, 736, 742, 833-834, 1084, 1220, 1238, 1292, 1442, 1561, 1609, 1708, 1806, 1843, 1884, 2087, 2166, 2315, 2604, 3175, 4108, 4155.

## SCHOOL PRINCIPALS

2834. **Brothers, J. J., jr.** The status of the elementary school principalship in North Carolina. 1930. (Reported by State department of public instruction, Raleigh, N. C.)

2835. **Burke, Arvid J.** An analysis of the principalship of the small high schools in the supervisory districts of New York. Master's thesis [1930] New York state college for teachers, Albany.

2836. **Crowley, Francis Michael.** The Catholic high school principal. Doctor's thesis, 1930. George Washington university, Washington, D. C. 218 p. ms.

A study of the training, experience and responsibilities of 246 Catholic high school principals.

2837. **Daniel, Brother.** Job analysis of the duties of the principal of a Catholic high school. Master's thesis, 1929. University of Notre Dame, Notre Dame, Ind.

2838. **Donaldson, M. G.** A study of the duties of the principal of Florida schools of the 8-4 type employing 10 to 20 teachers. Master's thesis, 1929. University of Florida, Gainesville.

2839. **Eklöf, Carl Martin.** The rural high school principal: a study of his professional qualifications, duties, activities, and problems. Master's thesis, 1930. Stanford university, Stanford University, Calif.

2840. **Gossett, J. O.** Interests of principals and current economical measures in California high schools. California quarterly of secondary education, 5:184-87, January 1930.

Replies to a questionnaire were received from 236 principals of senior high schools in California. Six types of educational features seem to interest the principals. The article takes up the measures of economy considered most important by the principals who answered the questionnaire.

2841. **Green, Finis M.** A study of 78 junior high school principals of Kansas relative to salary, experience and teaching. Master's thesis, 1929. University of Kansas, Lawrence.

2842. **Grover, E. C.** Distribution of time spent by principals in various duties and activities. Week of January 6, 1930. 1930. Public schools, Cleveland Heights, Ohio. 14 p. ms.

From this study it seems that actual supervisory activities are more emphasized in the elementary schools than in the junior and senior high schools; the opposite is true of administrative duties. The clerical duties seem to be of greater amount than the norms indicate, although the miscellaneous duties are far less.

2843. **Hohn, Emil.** The functions and duties of the principal and administrative staff of a public industrial school for adolescents. Doctor's thesis, 1930. New York university, New York. N. Y. .

2844. **Holway, Clarence W.** How my principal could have helped me more as a class-room teacher. Master's thesis, 1929. Teachers college, Columbia university, New York, N. Y. 14 p. ms.

2845. **Hudtloff, B. L.** A study of the elementary and secondary school principals in the public schools of Iowa. Master's thesis, 1930. University of Iowa. Iowa City. 229 p. ms.

2846. **Kanoy, D. W.** The principalship of the Union school in North Carolina. Master's thesis, 1930. Duke university, Durham, N. C.

An investigation of training and activities of Union school principals and their practice in supervising the work of their schools with some indication as to desirable training and practice.

2847. **Kirkpatrick, William Bruce.** An analysis of the professional duties and activities and distribution of time of the boys' vice-principals of the Los Angeles senior high schools. Master's thesis, 1930. University of Southern California, Los Angeles. 192 p. N. E. A. Department of secondary school principals bulletin, no. 24: 16-18, January 1931. (Abstract).

Data for this study were obtained from a check list sent to the vice-principal of each of the 20 senior high schools in Los Angeles.

2848. **Klopp, W. J.** The elementary school principal and his job. American school board journal, 79: 57-58, 134, November 1929.

A study was made of 279 diaries kept by elementary school principals in which each activity and the time devoted to it between the hours of 8 a. m. and 3 p. m. were recorded. Several plans of reorganization were worked out, and tried in different schools.

2849. **Lovelace, A. C.** The work of the supervising principal. 1930. Duke university, Durham, N. C.

An analysis of the activities of the supervising principal with an evaluation of his tasks, and a plan for budgeting his time.

2850. **Macdonald, Miss Marion.** The significance of various kinds of preparation for the city elementary school principalship in Pennsylvania, with implications for a program for preparing for the elementary school principalship. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1930. 104 p. (Contributions to education, no. 416)

Findings: The median elementary school principal is a graduate of a two-year normal school and is normal certificated; 39 per cent of the principals hold degrees and 34 per cent are working for a degree. Of 462 principals only one per cent have ever taken a leave of absence or resigned for purposes of study.

2851. **Michigan education association.** Department of elementary school principals. The elementary principalship, a survey. Fourth yearbook, 1930. 124 p.

This yearbook presents a general survey of original contributions and digests of outstanding articles in the field summarizing the functional activities of the elementary school principal.

2852. **Munson, Samuel Kenneth.** Village high school principalship in New York State. Master's thesis, 1929. New York university, New York, N. Y. 119 p.

2853. **Murphy, I. B.** Status of the high school principal in West Virginia. Master's thesis, 1930. University of Cincinnati, Cincinnati, Ohio. 57 p. ms.

A study of the training, educational experience, and tenure, social status, professional attitude and responsibilities of the high school principal in West Virginia, and a suggested program for his preparation. Findings: The high school principal in West Virginia is the product of a denominational college or normal school. While his undergraduate work was not especially applicable to his present position, his graduate work has been of a more utilitarian type. The average principal is 34 years old, married, has one child, does not own his own home, and receives a salary of \$2,647 per year.

2854. **National education association.** Department of elementary school principals. Ninth yearbook. The principal and administration. Washington, D. C., National education association, 1930. 734 p. (Bulletin, vol 9, no. 3, April 1930.)

2855. ——— **Research division.** The principal as a supervisor. Washington, D. C., National education association, 1929. p. 279-348. (Research bulletin, vol. 7, no. 5, November 1929.)

A study of supervisory practices and techniques for the purpose of assisting principals in meeting their growing supervisory responsibilities. Emphasis is placed on the cooperative aspects of supervision.

2856. **Neely, Lewis J.** Supervisory activities of the teaching principal in the village high schools of New York State. Master's thesis, 1930. University of Rochester, Rochester, N. Y. 95 p. ms.

2857. **Rice, John H.** The information that a retiring principal should leave for the incoming principal. Master's thesis, 1929. University of Virginia, Charlottesville.

An inquiry into the types of records available to the incoming principal; an evaluation of those records through consensus of opinion; and a suggested system of records necessary to furnish the incoming principal with necessary data. Findings: An adequate system of records should be left for the incoming principal including the essential facts of the school, the teachers, the pupils, and the community. It is also recommended that the school board provide for a conference between the retiring and incoming principals in order that certain information which can not be placed on record may be available for the incoming principal.

2858. **Schrader, F. A.** The organization of Minnesota high schools for the purposes of administration with special reference to the status of the principal. Master's thesis, 1929. University of Minnesota, Minneapolis.

2859. **Shine, Sister Mary Dolores.** The duties and responsibilities of the supervising principal. Master's thesis, 1930. Loyola university, Chicago, Ill. 214 p. ms.

2860. **Swigart, Forest Damon.** Professionalizing the high school principalship. Master's thesis, 1929. Ohio state university, Columbus. 73 p. ms.

The study attempts to determine the subjects which should be offered to the high school principal during one year of graduate training. Data were secured from the returns of two questionnaires and from recent writers in the field of secondary school administration. The author finds that at least half of the graduate courses of study in preparation for the high school principalship should be prescribed. He lists the courses to be taken in the first and second semesters of graduate training.

2861. **Thompson, Jessie.** The status of the elementary school principal in Wichita, Kans. Master's thesis, 1930. University of Wichita, Wichita, Kans. 70 p. ms.

See also 2352, 2402, 2412, 2420, 2424, 2608, 2811, 2841, 3275.

### SCHOOL MANAGEMENT

2862. **Adan, P. B.** A study of time allotments in 133 schools of Kansas. Master's thesis, 1930. University of Kansas, Lawrence.

2863. **Arnold, Paul James.** Success in school. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 46 p. ms.

2864. **Bomberger, Harry K.** Creative school control. Master's thesis, 1930. Rutgers university, New Brunswick, N. J.

2865. **Butler, Frank.** Standard items to observe for the improvement of teaching in classroom management. *Educational method*, 9: 517-27, June 1930.

During the course of a year the author made an extensive and intensive examination of the literature of classroom management. Classroom management has three logical divisions; physical conditions, economy of time, and discipline. The author drew up a list of standards which are highly valid and should serve as helps for teachers, supervisors, and others directly responsible for the improvement of teaching in classroom management.

2866. **Caswell, Hollis L.** Program making in small elementary schools. Nashville, Tenn., George Peabody college for teachers, 1930. 77 p. (Field studies, no. 1)

2867. **Corbally, John E.** Pupil mobility in the public schools of Washington. Seattle, University of Washington press, 1930. p. 96-180. (University of Washington publications in the social sciences, vol. 5, no. 2)

In order to determine the importance of pupil mobility the first part of this study concerns itself with the extent of mobility in the State, while the second part attempts

to determine the effect of mobility on retardation, failure, and social adjustment of new pupils as well as to discover what provisions are being made for the mobile pupil.

2868. **Davis, George H.** A study of time allotment, grades 7 and 8 of the Cincinnati elementary schools. Master's thesis, 1930. University of Cincinnati, Cincinnati, Ohio. 59 p. ms.

Daily programs of 58 seventh and 61 eighth grade teachers were studied to discover present practice, relative to the amount of time allotted to subjects and grades; to discover trends in time allotments by means of comparison of practice over a period of 100 years; to compare present practice in Cincinnati with the practice in the country as a whole and as recommended by scientific investigations. Findings: If an activity is added to the curriculum, it is seldom deducted. The 38 activities listed in grades 7 and 8 show the almost unlimited freedom given principals and teachers. Administrators should question the wide range of activities. More consideration should be given scientific data in adopting a time schedule.

2869. **Dominick, Leo H.** Disciplinary problems in a small high school as exemplified by case studies. Master's thesis, 1930. University of North Dakota, University.

2870. **Fowler, Benjamin B.** Time allotments in some typical elementary schools of Florida. Master's thesis, 1929. University of Florida, Gainesville.

2871. **Green, Rev. Lucian E.** Some problems of discipline in the Catholic high schools. Master's thesis, 1930. Catholic university of America, Washington, D. C. 47 p. ms.

2872. **Houston, Texas.** Independent school districts. The effect of change of teachers in the middle of the year on the amount of progress made by the pupils. 1930. 30 p. ms. (Research bulletin, no. 8112)

Data indicate that pupils remaining with one teacher throughout the year have a decided advantage over those changing teachers in the middle of the year in subject matter achievement, primarily in the basic subjects of reading, spelling, and arithmetic.

2873. **Hughes, W. Hardin.** Cumulative survey covering a period of years. February 1930. Public schools, Pasadena, Calif. 60 p. ms.

In this study special attention is given to attendance, enrollment, costs, salaries, teacher training, pupil achievement, etc.

2874. **Knight, Edgar W.** Our teachers, managers of our biggest business. 1930. University of North Carolina, Raleigh. Outlook and Independent, 154: 291-93. February 19, 1930.

Discusses the management of public education in the United States.

2875. **Marshall, George H.** Present day public school discipline as exemplified in the elementary schools of Augusta, Kans. Master's thesis, 1929. University of Kansas, Lawrence.

2876. **Melvin, Ethel B.** A survey of homework in the fifth grade in Baltimore City. Master's thesis, 1930. Johns Hopkins university, Baltimore, Md.

2877. **New York (City) Teachers' council.** Committee on organization and administration. Report on the all-year school. Elementary school journal, 30: 509-18, March 1930.

The Committee studied the effect of the all-year school on the pupil's health, scholastic standing, and the effect of continuous teaching on the health and teaching ability of teachers in the cities conducting all-year schools. After a study of the advantages and disadvantages of the all-year school over the ten-month academic school year supplemented by vacation schools in use in the New York schools, the Committee passed a resolution that the existing system in New York City be continued as the system best meeting the needs of that city.

2878. **San Francisco, Calif.** Public schools. Department of educational research and service. Special surveys of school activities. 1929. 21 p. ms. (Bulletin, no. 9)

The surveys included in this bulletin are: (1) Reading program—grades 4 to 6, fall term, 1928; (2) survey of mental ability in the high sixth grade; (3) survey of Commodore Stockton school (Chinese pupils in grades 1 to 6); and (4) retardation in low first grade.

2879. **Sutton, John Richard.** A study of disciplinary procedure. Master's thesis, 1930. University of California, Berkeley. 50 p. ms.

A study of discipline in its relation to the conduct of junior and senior high school pupils.

See also 2006.

#### ATTENDANCE AND CHILD ACCOUNTING

2880. **Abraham, Harry Gustav.** A study of pupil accounting in city school systems as revealed by school surveys. Master's thesis, 1930. University of Chicago, Chicago, Ill.

2881. **Birch, John J.** Criteria for the construction of a model school attendance register. 1929. New York state college for teachers, Albany. 25 p. ms.

A survey of practices in nearly all states of the United States.

2882. **Burkhard, William John.** Accuracy of school population prediction. Master's thesis, 1930. University of California, Berkeley. 26 p. ms.

A study of those surveys predicting school population which have been published long enough to allow a "check up" of actual school enrollment against the predicted population with a view to ascertaining how accurate the predictions have been. Findings: The average number of years used as a basis for prophecy was 10; estimates were attempted for an average of 13 years in the future. Of the 32 surveys studied, 20 used the straight-line method of prediction. Of the 368 yearly forecasts, 210 were over, 155 were under the actual enrollments, and three were exactly correct.

2883. **Compton, John L.** A study of non-attendance in the elementary schools of Bakersfield, Calif. Master's thesis, 1930. University of Southern California, Los Angeles. ms.

2884. **Cooper, Hermann.** An accounting of progress and attendance of rural school children in Delaware. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1930. 150 p. (Contributions to education, no. 422)

A report of results secured from an analysis of the eight-year individual attendance and progress cumulative records of the 1915 entrants into grade 1 of the rural and village schools of the State of Delaware. The attendance conditions found are due to defects in the attendance law, the attitude of mind in the adult population of the attendance district, the economic necessity on the part of the parents and the sociological conditions surrounding community life. The book contains many remedial suggestions.

2885. **Cushman, C. L.** A study of methods used by various schools in the handling of attendance problems. 1930. Public schools, Oklahoma City, Okla. 4 p. ms.

2886. **Davidson, James Willis.** Compulsory school attendance, its justification. Master's thesis, 1930. Teachers college, Columbia university, New York, N. Y. 63 p. ms.

From a study of compulsory school attendance, past and present, it was found that compulsory school attendance is both feasible and desirable. Points of justification show that it is necessary for the social welfare of the state and for the fullest economic development of the state.

2887. **Davis, Sarah Frances.** A study of a group of habitually tardy pupils at University high school. Master's thesis, 1929. University of California, Berkeley. 40 p. ms.

A study of traits and environmental factors common to pupils constituting an habitually tardy group in University high school. Findings: Tardiness as a habit is not restricted to any one grade; the number of habitually tardy boys is about twice the number of girls, yet total enrollment of girls exceeds that of boys; the habitually tardy group is inferior intellectually to non-tardy group; etc.

2888. **Denver, Colo.** Public schools. Department of research. Attendance procedures and practices in Denver junior high schools. 1930.

A study of the methods of checking attendance and of counseling pupils who are attendance problems.

2889. **Fleming, Paul.** Causes of truancy in senior high schools. 1930. Public schools, Oakland, Calif. 43 p. ms.

2890. **Fowlkes, John Guy.** Child accounting laws in 10 states and how they function. *Nation's schools*, 5: 43-46, January 1930.

More than 375 child accounting items included in the child accounting laws of 10 mid-western states were analyzed and compared. The study makes general recommendations for an ideal statutory control of a uniform and complete child accounting system.

2891. **Gates, Grover Allen.** A study of average daily absence in the public schools of Fresno, Calif. Master's thesis, 1929. University of California, Berkeley. 78 p. ms.

A study of absenteeism as affected by holidays, and the efficiency and effectiveness of teaching and of learning during the week, as studied in the Fresno city public schools. The increased rate of absenteeism before and after holidays and week-ends, could be reduced by scheduling interesting programs, assemblies and motion pictures for the last period of school on Friday, or the first on Monday. Half-day absenteeism is an afternoon problem, particularly a Friday afternoon problem. Morning absence usually occurs on Monday morning.

2892. **Graham, Carmon McWade.** A child accounting program for the county schools of Kentucky. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 102 p. ms.

2893. **Hannum, William John.** A study of pupil-accounting in church schools in five counties of Ohio. Master's thesis, 1930. Ohio state university, Columbus. 100 p. ms.

Findings: A prevailing lack of uniformity among the schools surveyed, both as to church school record content and functions.

2894. **Hopkins, John L.** (Hastings-on-Hudson, N. Y.) Study of child accounting in the Hastings public schools. [1930]

2895. **Keesecker, Ward W.** Public school attendance ages in the various states. 1930. U. S. Office of education, Washington, D. C. 4 p. ms. (Circular, no. 10)

This circular gives the age attendance required and the age attendance permitted in the various states.

2896. **Los Angeles, Calif. City schools.** Division of attendance and employment of minors. A study of qualifications, duties, and salaries of school attendance supervisors in Los Angeles county, State of California, United States and Canada. 1930. 19 p. ms.

2897. **May, Don.** The status of child accounting in North Dakota. Master's thesis, 1930. University of Cincinnati, Cincinnati, Ohio. 139 p. ms.

Samples of child accounting forms and replies to a questionnaire were received from over half of the city and county systems of the State. Data were examined in connection with state laws, forms, correspondence and reports from special agencies dealing with children. The study showed a lack of a number of valuable records which might be kept, both in city and county systems, and a lack of uniformity of child accounting records between cities and counties, and a lack of unity in the work of agencies dealing with irregular children.

2898. **Moore, M. E.** Child accounting in the public schools. Beaumont, Texas, Board of education, 1929. 35 p.

A study of the child's attendance, health, mental level, achievement, and college entrance credits.

2899. **Munzenmayer, L. H. and Heck, A. O.** A study of the administration of the Ohio compulsory attendance laws. [1930] State department of education, Columbus, Ohio.

2900. **Oakland, Calif. Public schools.** Distribution of cases of absence upon which calls were made during 1929-30 in terms of cause of absence, grade, and school. 1930. 75 p. ms.

2901. **Reed, Alice Clara.** Record and report forms for pupils accounting in elementary schools. Master's thesis, 1930. University of Chicago, Chicago, Ill.

2902. **San Francisco, Calif. Public schools.** Department of educational research and service. A forecast of the San Francisco public school enrollment from 1929 to 1950. 1929. 13 p. ms. (Bulletin, no. 8.)

2903. **Sandford, C. W.** A study of child accounting records. Master's thesis, 1930. University of Illinois, Urbana. 140 p. ms.

A survey of present practices in child accounting records. Many examples of records are given in the report with a summary of the practices.

2904. **Silberberg, Saul.** Causes and remedial measures for poor attendance of 5A pupils in a New York city school. Master's thesis, 1930. College of the City of New York, New York, N. Y. 56 p. ms.

A study to determine the causes of poor attendance through an analysis of school records and records of cooperating social agencies.

2905. **Smith, Harold Watson.** Child accounting in Arizona public elementary schools. Master's thesis, 1930. University of California, Berkeley. 123 p. ms.

A study of records and report forms used in child accounting in the public schools of Arizona with a view to checking them against standards of practice approved by experts in the field of child accounting. Suggests greater uniformity and provision of more adequate data in the many instances in which it is apparently inadequate.

2906. **Zahnow, Walter.** School attendance in Illinois. Master's thesis, 1930. Washington university, St. Louis, Mo.

See also 721, 992, 1820, 1936, 2460, 2582, 2873, 2891, 2900, 3228, 3629, 3831; and under Records and reports.

#### CLASS SIZE

2907. **Bloomfield, L. S. and Brooks, L. W.** Studies in class size. Bulletin of the Department of secondary school principals of the National education association, no. 29: 6-20, 1930.

Mr. Bloomfield reports the results of an investigation carried on at the John Adams high school, Cleveland, which shows no appreciable difference in the attainment of pupils in the large class with those in the small class. Mr. Brooks reports on large classes in the American Constitution and in English composition at Wichita, Kans. His conclusion is that with mental ability on the same level, a class of 75 or 80 can be as successfully handled by the laboratory plan of instruction as can a class of 20.

2908. **Davis, Everett and Goldizen, Mae.** A study of class size in junior high school history. School review, 38: 360-67, May 1930.

Reports a study of the achievement of 70 pupils in grade 7A in the Woodrow Wilson junior high school, Des Moines, Iowa, enrolled in a large class in American history as compared with the achievement of two control classes of 35 pupils each. The evidence indicates that the large section was as well taught as were the small sections; that pupils in the large section seem to have been at no disadvantage because of having been in the group; that larger classes in American history can be organized at the junior high school level.

2909. **Gerberich, J. R.** Class size in the principles of economics. 1930. University of Arkansas, Fayetteville. 7 p. ms.

A study of large vs. small classes in principles of economics. An experimental section of 51 students was taught by a faculty member of several years' experience. Four control sections ranging from 11 to 29 students were taught by three other faculty members of greater average experience. The final measure of achievement was a 300 item objective examination over volume I of Taussig's Principles of Economics. Findings: The evidence seems to favor the small sections, although it is inadequate as the basis for a final conclusion that the small section in principles of economics is more efficient than the large section.

2910. **Hagamon, Georgia M.** The relation of class size to teaching efficiency under actual conditions in the course "mathematics of investment," in the University of Minnesota. Master's thesis, 1930. University of Minnesota, Minneapolis.

2911. **Hudelson, Earl.** Class-size opinions, evidence, and policies in secondary schools. North central association quarterly, 4: 196-208, September 1929.

A resumé of various studies that have been made in class size beginning with Rice's study in 1896. In conclusion, the writer says that it would seem that the North central association was amply warranted in taking the action that it did take 10 years ago in abandoning class size as one basis of accreditation of secondary schools.

2912. **Jensen, Milton B. and Jensen, Dortha W.** The influence of class size upon pupil accomplishment in high-school algebra. Journal of educational research, 21: 120-37, 337-56, February, May 1930.

In general, from this study, it is concluded that achievement in elementary algebra is more rapid in small than in large classes.

2913. **Kirk, John Robert.** Class size and efficiency in the teaching of elementary psychology. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 46 p. ms.

Experiments were made during two full terms with two large classes, two small classes and one middle-sized class, numbering all told 224 freshmen teachers college students. Findings: Relation of class size to teaching efficiency is yet an unsettled issue.

2914. **Maguire, Margaret and Hudelson, Earl.** Learning to teach larger classes. Educational administration and supervision, 16: 34-38, January 1930.

Miss Maguire carried on Haertter's experiment in plane geometry at the University of Minnesota high school with a small section of 23 pupils and a large section of 44. She tried several methods of teaching with both the large and small classes. Accomplishment was measured by nine objective tests. The best and poorest students did equally well in both classes; mediocre pupils were at an advantage in the large class. For all pupils combined, the large class excelled on every measure of achievement.

2915. **New Trier township high school, Winnetka, Ill.** Department of reference and research. The size of classes at New Trier and other enrollment statistics for the years 1923 to 1929. 1929. 7 p. ms.

2916. **Oak Park and River Forest township high school, Oak Park, Ill.** Relationship of achievement to size of class. [1930]

Three large classes were compared with three small classes in algebra and geometry for one year. There was apparently no difference in achievement when "A" groups are concerned; small classes of "C" groups did the better work.

2917. **Shoemaker, W. A.** Effect of size of room enrollment and splitting of grades on achievement. 1930. Public schools, Minneapolis, Minn. 8 p.

Findings: Larger classes were favored in reading; arithmetic results were contradictory.

2918. **Smith, Dora V.** Class size in high school English; methods and results. Minneapolis, University of Minnesota press, 1930. 300 p.

A study of ninth grade English based upon 28 objective measures. Intangible outcomes were watched by three daily observers. Findings: Small classes are better for letter writing and library work. Large classes are better in literature and reading. Class size is immaterial in composition and the mechanics of English.

2919. **Whitney, F. L.** An experimental study of class size in the primary school. 1930. Colorado state teachers college, Greeley. 4 p.

2920. **Wingfield, Robert C.** A comparison of the efficiency of instruction in large and small classes in first-year algebra. Master's thesis, 1929. University of Virginia, Charlottesville. University of Virginia record extension series, 5: 3-13, January 1931.

See also 1936, 2518, 2927, 3083; and under Teacher load.

## CLASSIFICATION, GRADING, AND PROMOTION

2921. Alhambra, Calif. City schools. Department of educational research and guidance. Comparative study of grading in the elementary schools. Educational research and guidance bulletin (Alhambra, Calif.), 2: 3-4, December 1929. ms.

2922. Antrim, G. Harold. Proposed plan of promotion for Columbia high school, Columbus, Pa. Master's thesis, 1929. Teachers college, Columbia university, New York, N. Y. 31 p. ms.

2923. Bixler, H. H. Analysis of parents' opinions of acceleration. 1930. Board of education, Atlanta, Ga. 2 p. ms.

Questionnaires were addressed to parents of 118 children who completed the three year junior high school course in two years. The vast majority of the replies favored acceleration. Unfavorable replies were chiefly from children with intelligence below the average of the group.

2924. Boyer, Philip A. Pupil progress in junior and senior high schools as recorded in per cents of satisfactory standing and in subject promotion rates. Public schools, Philadelphia, Pa. (Bulletins, 110, 111, 116, 121, 122, 123, 124, 140, 141, March 1929 to November 1929)

2925. Chapman, H. B. and Coulbourn, John. Subject promotion rates in junior and senior high schools, June 30, 1929. Department of education, Baltimore, Md. 50 p. ms.

An analysis of pupil promotion in the junior and senior high schools by subjects and sexes.

2926. ——— and Taylor, J. Carey. Subject promotion rates in junior and senior high schools, June 30, 1930. Department of education, Baltimore, Md. 53 p. ms.

An analysis of pupil promotion in the junior high schools and senior high school by subjects and by sexes.

2927. Corey, Stephen Maxwell. Use of the normal curve as a basis for assigning grades in small classes. School and society, 31: 514-16, April 12, 1930.

The grades of four sections of an elementary course in educational psychology for three semesters were studied. The grades were made out on the assumption of a normal distribution of achievement among the 120 or more students. Variations in grades from class to class were very great. Smaller sections taken from the larger group would in no sense show symmetry. The assigning of approximately the same grades to group after group can mean only that the grades are practically worthless as measures of achievement.

2928. Crotty, William Joseph. The better classification of pupils in the seventh year of the Western junior high school at Somerville, Mass. Master's thesis, 1920. Boston university, Boston, Mass.

2929. Eells, Walter Crosby. An improvement in the theoretical basis of five point grading systems based on the normal probability curve. Journal of educational psychology, 21: 128-35, February 1930.

2930. Frazee, Laura. Standards of promotion. 1930. Department of education, Baltimore, Md. 15 p. ms.

These standards represent the best judgment of teachers and principals of primary grades as to the accomplishments that might reasonably be expected, term by term, on the part of pupils of above average, average, and below average ability. They are limited to such measurable fields of achievement as reading, arithmetic, spelling and handwriting.

2931. Graham, Orrel Lee. An analysis of the grading system of Roosevelt high school. Master's thesis, 1930. University of Southern California, Los Angeles. ms.

2932. **Harap, Henry.** A critical analysis of existing studies in grade placement. 1930. Western Reserve university, Cleveland, Ohio. ms.  
A summary of critique of the present status of determining grade placement by thorough investigation.
2933. **Keidel, Theresa.** (Louisville, Ky.) Causes of nonpromotion in the elementary schools of Louisville, Ky. Master's thesis, 1930.
2934. **Kinder, J. S.** The status of grading in the Pennsylvania college for women, 1930. Pennsylvania college for women, Pittsburgh. 15 p. ms.  
A study of all grades issued by the faculty for the last five years. Findings: Pennsylvania college for women grade curve is slightly skewed to right of the normal-distribution curve. This is accounted for through the selection of students at entrance.
2935. **Kingsley, John H.** A basis for grading in the Albany, N. Y., elementary schools. Albany, N. Y., Public schools, 1930. 55 p.
2936. **Lambert, Jean Arthur.** Promotion from the eighth grade in certain Montana schools. Master's thesis, 1929. Indiana university, Bloomington. 75 p. ms.
2937. **Lichtenwalter, Myrl Carl.** A survey of the grade promotion progress in the Fulton county, Ind., public school system. Master's thesis, 1930. University of Southern California, Los Angeles. ms.
2938. **Mensch, Harry P.** Factors of promotion. Master's thesis, 1930. Rutgers university, Brunswick, N. J.
2939. **Muncie, Ind. Public schools.** Department of educational research. Promotion rates in Muncie city schools for semester ending January 24, 1930. 10 p. ms. (Bulletin, no. 32)  
A study of promotion rates in elementary schools and subject promotion rates in junior and senior high schools. For the senior high school, promotion rates for the entire school were 89.3 per cent for the boys and 93.1 per cent for the girls or a difference of 3.8 per cent in favor of the girls.
2940. **Peatman, John Gray.** The influence of weighted true-false test scores in grades. Journal of educational psychology, 21: 143-47, February 1930.  
A study was made of 73 students at Columbia university who took all of a series of true-false examinations in psychology during the spring of 1929, in an attempt to ascertain the usefulness of Clark's formula in obtaining weighted true-false test scores or determining a subject's relative standing, or grade. Data indicate that the use of the formula in determining these subjects' relative standing, or grades, is not justified.
2941. **Philadelphia, Pa. Public schools.** Division of educational research. Promotion rates in elementary schools. Term ended January 1930. 6 p. ms. (Bulletin, no. 155)
2942. ———— Report for the year ended June 30, 1929. 128 p.  
Gives the results of research activities with reference to the progress of pupils through the grades as evidenced in promotion rates; presents a final summary of student achievement in high schools.
2943. **Raybold, Emma and McAulty, Ellen Alice.** Promotion and nonpromotion in the elementary schools of Los Angeles. Los Angeles educational research bulletin, 10: 13-15, April 1930.  
Tabular study was prepared from the reports returned by the principals of the Los Angeles elementary schools, showing grade, total enrollment, number promoted, number not promoted, and per cent not promoted, for the first semester of the school year 1929-1930, all districts. Suggests that the curriculum be so organized that children might be insured success instead of failure.
2944. **Santa Monica, Calif. Public schools.** Department of research. Study of prospective special promotions. February 1930. June 1930. ms.
2945. **Shaw, George E.** A comparison of the effectiveness of two methods of sectioning ninth grade pupils. Master's thesis, 1930. University of Iowa, Iowa City. 90 p. ms.

2946. **Stiles, Howard M.** A comparative study of a semester's educational gain made by three groups of elementary school pupils. Master's thesis, 1929. University of Oregon, Eugene. 30 p. ms.

A study of 141 children, grades 2 to 6, inclusive, in 14 elementary schools, divided into three groups—regularly promoted, trial group, and retained group. Conclusions: With the groups concerned, as measured by the tests, the retained group made about the same progress as the trial group.

2947. **Test, Mrs. Edna.** A study of double promotion in the schools of Akron. Master's thesis, 1930. University of Akron, Akron, Ohio.

2948. **Thompson, J. L.** Classification, Central grammar school. 1930. Public schools, Newburgh, N. Y. 3 p. ms.

2949. **Warren, Carl V.** (Skaneateles, N. Y.) Study of the grading systems in 41 schools of central New York. [1930]

Results of a questionnaire sent to the principals of the 41 schools.

See also 720-721, 1810, 1936, 1994, 3083, 3109; and under Individual differences; Marks and marking.

#### CURRICULUM MAKING

2950. **Adams, Mrs. Fay Green.** Curricular enrichments in secondary education. Master's thesis, 1929. University of Southern California, Los Angeles. 88 p. ms. N. E. A. Department of secondary school principals, 34: 47-48, January 1931. (Abstract)

Analyzes the need for special attention for the superior child, indicates the trends in the educational procedure and program, and suggests means of enriching the curricula for the superior pupil. Data were secured from teachers of rapid-group pupils, supervisors and curriculum builders, and from books and studies dealing with the problem of adapting the curriculum, teaching methods, and subject matter to rapid pupils.

2951. **Alabama.** Department of education. Division of secondary education. Program of studies and adopted textbooks for county and rural high schools. Minimum content of courses of study for Alabama public high schools. Montgomery, Alabama state board of education, 1930. 47 p.

2952. **Alexander, Julia Hazel.** A course of study reorganized by a classroom teacher and a description of the method employed in its use. Master's thesis, 1929. Teachers college, Columbia university, New York, N. Y. 34 p. ms. and 4 books of illustrations.

2953. **Bullock, Paul Ray.** Determination of a procedure by which to construct a general curriculum for a selected high school. Master's thesis, 1930. University of California, Berkeley. 77 p. ms.

Findings: Inasmuch as most of the pupils of the low tenth grade at the McClymonds school are of less than normal ability, and also are average, the traditional curricula in which many of them are enrolled are not suitable to their capacities. Present program is beyond their abilities and does not meet their needs. A curriculum should be organized, emphasizing neither the traditional nor the vocational, but stressing the social and economic phases of citizenship and connecting school activities with concrete life situations.

2954. **Coxe, Warren W.** New method for constructing a workable curriculum. Nation's schools, 4: 42-44, August 1929.

In his experimental work, the author started with specific activities now existing in the classroom and worked toward their better organization. He expects the completed curriculum to be an advance over present average practice, and to be able to be put into immediate use by the classroom teacher.

\*2955. **De Sales, Brother Francis.** The Catholic high-school curriculum; its development and present status. Doctor's thesis, 1930. Catholic university of America, Washington, D. C. Washington, D. C., 1930. 62 p.

2956. **Dixon, J. C.** Course of study for elementary schools. Atlanta, Ga. State department of education, 1929. 351 p.

2957. **Elizabeth, N. J.** Public schools. A study of environmental conditions and curriculum shortcomings for the elementary schools. 1930. ms.
2958. **Ellingson, Mark.** Job-analysis as a basis for curriculum construction. Master's thesis, 1930. University of Rochester, Rochester, N. Y. 160 p. ms.  
A brief review of the philosophy of curriculum construction and a description of techniques used in developing new curricula for certain specialized courses at Mechanics Institute.
2959. **Finck, Edgar M.** A survey of a small high school with recommendations for changes in its program of studies. Doctor's thesis, 1930. New York university, New York, N. Y. 189 p. ms.  
An investigation of the 954 pupils who have been eligible to attend the school studied. A consideration of their education, place of residence, employment, domestic status, and resultant curriculum recommendations. A program of studies, is set up which adequately meets the needs of this community.
2960. **Harap, Henry.** Bibliography of curriculum making for teachers. 1930. Western Reserve university, Cleveland, Ohio. 67 p. ms. (To be published by the Texas State teachers association.)  
A bibliography including source materials for subject committees.
2961. ———. A critique of public-school courses of study, 1928-1929. Journal of educational research, 21: 109-19, February 1930.  
A study of 242 courses of study to discover present tendencies in the preparation of curriculum bulletins.
2962. **Hess, Frank Dodson.** The development of the high-school curriculum. Master's thesis, 1929. University of Colorado, Boulder. 88 p. ms.  
Historical research of development of curriculum from Greeks to present time, obtained from general histories of education and special studies. The greatest expansion of curriculum was found between 1850 and 1750; commercial subjects appeared after 1890; industrial arts, the same; health 'education' reappeared in 1915. Few studies have been dropped.
2963. **Houston, Texas.** Independent school district. Research department. Effect of setting up of curriculum schools on the achievement in such schools in the fundamental subjects compared with the achievement in other schools not so designated. [1930]
2964. **Hurd, Archer W.** Curriculum development based on unit experimentation. 1930. Columbia university, New York, N. Y. 21 p. ms.  
The use of units of instruction in physics planned to accomplish certain objectives, with preliminary and final testing.
2965. **Indiana.** Department of public instruction. Evaluation of course of study. Indianapolis [1930] 23 p.
2966. **Indiana.** Department of public instruction. Program of studies and digest of state courses of study for Indiana schools, grades K-12. Indianapolis, 1930. (Supplement to Bulletin no. 100, rev.)
2967. **Melkus, F. W.** Programs of study of high schools. 1929. Ohio state university, Columbus.  
A study of high schools of 800 pupils and over. Gives tables, discusses diversity of terms, and makes recommendations for possible changes.
2968. **Meredith, William Owen.** A working plan for the revision of the curriculum in a small school system of Texas. Master's thesis, 1929. University of Texas, Austin.
2969. **National education association.** Vitalizing the high-school curriculum. Washington, D. C., National education association, 1929. p. 175-274. (Research bulletin, vol. 7, no. 4, September 1929)  
A handbook for those engaged in the work of vitalizing the high-school curriculum for a changing civilization. Lists helpful books dealing with high-school curriculum problems, and new courses of study for secondary schools.

2970. New York (State) Department of education. State normal school faculties. Curriculum studies. Albany, N. Y. [1930?]

2971. North Dakota. Department of public instruction. North Dakota. Elementary courses of study, with suggested daily program and organization for rural schools. Rev. 1929. Bismarck, N. Dak., 1929. 421 p.

2972. Osburn, W. J. and Rohan, B. J. Enriching the curriculum. [1930] State department of education, Columbus, Ohio.

2973. Palmer, James B. A study of causal factors in the development of the state elementary course of study in New York from 1776 to 1904. Doctor's thesis, 1930. Cornell university, Ithaca, N. Y. 311 p. ms.

2974. Reeves, Stanley Newman. An annotated bibliography on the secondary school curriculum. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 152 p. ms.

2975. Bickert, Rev. William L. The Brooklyn diocesan curriculum for the elementary schools. Master's thesis, 1930. Catholic university of America, Washington, D. C. 84 p. ms.

2976. Robertson, Floyd C. An analysis of the studies made concerning the effect of newspapers and periodicals on curriculum content. Master's thesis, 1930. Indiana university, Bloomington. 123 p. ms.

2977. Bolker, Edna. Curriculum units of intermediate grades. Public schools, Baltimore, Md. Baltimore bulletins of education, 1928 and 1929.

Eighty five units in geography and history were developed in connection with the new course of study in these subjects under the direction of intermediate supervisors and teachers in charge of curriculum study centers.

2978. Seidlitz, Mabel. The revision of the curriculum for the St. Louis public schools. Master's thesis, 1929. Teachers college, Columbia university, New York, N. Y. 34 p. ms.

2979. Shambaugh, C. G. Surveying the trends in high school curricula. Nation's schools, 5: 56-58, May 1930.

The purpose of this investigation was to show the trends in the high-school curriculum as indicated by the percentage of California high-school teachers employed in each field. The distribution of teachers according to the subjects taught shows the relative importance of each field as well as the general trends of the curriculum.

2980. Shenk, Clayton K. Curriculum levels. 1929. Upper Darby high school, Upper Darby, Pa. 25 p. ms.

2981. Smith, Silas A. A study to determine the value of the various subjects included in the high-school curriculum. Master's thesis, 1929. Indiana state teachers college, Terre Haute. 106 p. ms.

Data were collected from 218 persons graduating from high school between the years 1895 and 1927, inclusive, to determine the value of various high-school subjects in securing higher learning, for general vocational value, in securing a position, for pleasure derived from it, for social advantage gained, for proper use of leisure time, for better home making, for managing a business, developing character, making better citizens, securing better health, etc. Data indicate that the following subjects should be offered in much greater amounts than they are now offered: commercial subjects, public speaking, physical training, and chemistry. Foreign languages should be decreased in the time they are now offered and should be made elective. This is especially true of Latin.

2982. South Dakota. Department of public instruction. Guiding principles, educational objectives, and committee members for the elementary curriculum revision. 1930. Pierre, S. D. 25 p. ms.

Contains a list of philosophical, sociological, and psychological principles as gathered from various sources for the guidance of those engaged in the revision of the elementary curriculum.

2983. **South Dakota. Department of public instruction.** Handbook for the committees of the secondary curriculum revision, 1929. Pierre, S. D. 27 p. ms.

Contains a list of philosophical, sociological, and psychological principles as gathered from various sources for the use of those engaged in curriculum revision for secondary schools.

2984. **Sweitzer, Merrill A.** Evaluation of some senior high school curriculum practices in Pennsylvania. Master's thesis, 1930. New York university, New York, N. Y. 85 p. ms.

This study covers the relation of the State to the local community in curriculum determination but bears principally on the evaluation of certain practices regarding the organization and administration of the high school program of studies as advocated by the State department of public instruction.

2985. **Texas. State department of education.** Outline course of study for elementary schools. Austin, Texas, 1930. 33 p. (Bulletin, no. 274)

2986. **Tippit, Pearl Campbell.** The development of the elementary school curriculum in America. Master's thesis, 1929. University of Colorado, Boulder. 115 p. ms.

Historical review from 1607 to 1929, showing economic and social influences, appearance of various subjects, etc. Findings: Scripture was first taught; arithmetic was first taught in 1635; ancient languages in 1650; spelling in 1740; grammar in 1734; oral language in 1800; geography in 1783; object lessons in 1862; agriculture in 1905; civics in 1832; history in 1822; music in 1836; drawing in 1812; manual training and home economics in 1870. Two subjects were taught in 1642 and 25 in 1929.

2987. **Washington. State department of education.** Elementary course of study, State of Washington, 1930. Olympia, Wash., 1930. 657 p.

An attempt to offer to the teachers of Washington the best possible suggestive program, a carefully worked out guidebook of general directions, a systematized, coordinated working plan.

2988. **Willey, W. M.** Better instruction through an improved high school curriculum. Western state teachers college, Bowling Green, Ky. High school teacher, 6: 22-23, January 1930.

2989. **Wisheart, Roy P.** Guiding principles of elementary curriculum revision for the State of Indiana. Indianapolis, State department of public instruction, 1929. 13 p. (Bulletin, no. 107)

2990. ——— Report form for evaluation of course of study. Indianapolis, Ind., State department of public instruction. [1930?] 23 p.

An evaluation of secondary school courses of study.

2991. **Yates, James Anderson.** The type of high school curriculum which gives the best preparation for college. Lexington, University of Kentucky, 1929. 106 p. (Bulletin of the Bureau of school service, vol. 2, no. 1, September 1929)

Complete high school and college transcripts of 706 graduates of three universities were obtained. The influence of the type of high school curriculum on college success was found to be negligible.

See also 7, 13, 82, 126, 652, 721, 1821, 1866, 1924, 1934, 1947, 1955, 2004-2005, 2037, 2040, 2072, 2086, 2090-2091, 2107, 2129, 2151, 2154, 2448-2449, 2559, 2812, 3334, 3344, 3364, 3375, 3392, 3420, 3442, 3485, 3628, 3656, 3754, 3766, 3775, 3806, 3830, 3920, 3924, 3926, 3928, 3942, 3945, 3951-3953, 4064, 4075-4076, 4096, 4134-4135, 4142-4143, 4146, 4148, 4150, 4158, 4183, 4188, 4197-4198, 4203, 4225, 4229, 4237, 4239, 4240, 4245-4248, 4297, 4309, 4354, 4420, 4508, 4534, 4537, 4561; and under Special subjects of curriculum.

## EXAMINATIONS

2992. **Agnew, Jesse S.** The relation of new-type examinations to study habits. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 52 p. ms.

Study habits of high school boys at Bailey military academy, Greenwood, S. C. Findings: Old-type examination is superior for motivating immediate knowledge from day to day and in solving new situations. The new-type is apparently superior for motivating general information and contacts with general reading and comprehension.

2993. **Bamford, E. F.** Analysis of a final examination as a means of improved teaching. *Journal of educational sociology*, 3: 209-17, December 1929.

Shows how the writer has learned certain ways of improving his instruction in an introductory course in sociology, by examining the final examination.

2994. **Barnes, Elinor J. and Pressey, S. L.** The reliability and validity of oral examinations. *School and society*, 30: 719-22, November 23, 1929.

Reports an attempt to obtain some experimental evidence regarding the reliability and validity of oral examinations. Twenty-four graduate students in a class in the psychology of adolescence at Ohio state university were divided into six "committees" of four each. A candidate was chosen from each committee and examined three times by three different committees on the general subject matter of the course and its bearings on educational problems. Comparisons were made between ratings of the candidates by different committeemen and different committees, and the ratings related to final marks in the course. The relationships were decidedly low. The importance of a scientific experimental attack upon problems of higher education is emphasized.

2995. **Bowers, Henry and Franklin, E. Margaret.** The relative discriminative value of sensible and trivial questions in history. *School (Toronto)*, 18: 781-89, May 1930.

Comparison of a conservative essay-type examination with an objective test composed of trivial, irrelevant, isolated items showed no superiority of the former.

2996. **Brown, Minter E.** A comparison of the predictive values of county examination and teachers' marks, together with a study of the efficacy of the review period, in the rural and graded schools of Pratt county, Kans. Master's thesis, 1930. University of Kansas, Lawrence.

2997. **Caldwell, Jessie Beaton.** The influence of intelligence upon performance in new and old type examinations. Master's thesis, 1930. University of Colorado, Boulder. *University of Colorado studies*, 18: 51, December 1930. (Abstract)

A study to determine whether new types in true-false, completion, and multiple choice forms were more or less reliable than old-type tests in measuring the performance of pupils on the three following levels of intelligence: above 110 IQ, 100 to 109 IQ, below 100 IQ. The study conducted during the first term of the year 1926-1927 in Fort Worth, Tex., included 464 1-A and 1-B Latin pupils taught by seven teachers in four different high schools. The same procedure was followed in the study of the performance of the 1-B division, 82 of whom took the new type and 76 the old type examination. Data indicate that the reliability of the new-type test is much higher than that of the old type, except in the case of the true-false form.

2998. **Corey, Stephen Maxwell.** The effect of weighting exercises in new-type examinations. *Journal of educational psychology*, 21: 383-85, May 1930. In this study weighting is shown to have an important influence on reliability.

2999. **Curtis, Francis D. and Woods, Gerald G.** A study of the relative teaching values of four common practices in correcting examination papers. *School review*, 37: 615-23, October 1929.

The four methods of correcting new-type examination papers studied are: pupils checked incorrect answers on their own papers as teacher read correct answers; teacher collected the papers and checked incorrect items as wrong, but made no corrections; teacher collected the papers and wrote in all corrections, and discussed item by item after the papers were returned to pupils; teacher collected the papers and wrote in all corrections and encouraged pupils to ask questions about them when the papers were

returned. The study was carried on in the science department of the University high school, University of Michigan, during the years 1924-1928. The method most valuable to the pupils is the one in which they check the incorrect items on their own papers during a discussion of the test items.

3000. Dyche, Frederick Ernest. The use of the new-type tests in rural county examinations. Master's thesis, 1930. Stanford university, Stanford University, Calif.

3001. Eells, Walter Crosby. Reliability of repeated grading of essay type examinations. *Journal of educational psychology*, 21: 48-52, January 1930.

Reports the results of an experiment in regrading the same set of materials after an interval of 11 weeks by 61 different teachers. Findings: Repeated grading of the same essay type of material by the same teachers after an interval of time is very unreliable. Variability of human judgment in the same individual is about the same as variability between different individuals.

3002. Eurich, Alvin C. An evaluation of four types of examinations. 1930. University of Minnesota, Minneapolis.

Evaluates essay, completion, multiple-choice, and true-false examinations when each covers exactly the same material. The four types of examinations considered are approximately equal in reliability and validity. It was found that students prefer the multiple-choice and true-false examinations more than they do the essay and completion tests.

3003. Hesnard, Theodore Gustave. A comparative study of old-type and new-type examinations among pupils of varying levels of intelligence. Master's thesis, 1929. University of Colorado, Boulder. 77 p. ms.

An experiment conducted at Thermopolis, Wyo., 1928-1929, with five groups of junior high school and two groups of senior high school students. New-type tests were given first, old-type one week later. Findings: New-type test correlates higher with IQ in five cases out of seven; in two other cases the difference is very slight. New-type test does not favor pupil of low intelligence.

3004. Hoffman, Charles L. Relative effect of traditional and new-type tests upon study habits of pupils. Master's thesis, 1930. University of Iowa, Iowa City. 46 p. ms.

3005. Honesty in college examinations under the honor system. By a professor of education. *School and society*, 31: 577-80, April 26, 1930.

Thirty questions of the true-false and multiple-choice types were prepared and given to 72 freshmen and 67 juniors under identical conditions. The content of the tests differed according to the course for the two classes, but the number, difficulty of questions and the amount of time required were practically the same for both. Data indicate that even under the honor system there is a rather high percentage of dishonesty in examinations, and that this tendency increases in proportion to the conscious significance of the examination in relation to forthcoming grades.

3006. Irwin, Clarence. The relation of pupil achievement on oral true-false questions to achievement on the same questions when written. *Journal of educational research*, 21: 316-18, April 1930.

3007. Jansen, Esther A. An experimental test of the true-false examination as a teaching device in high school history. Master's thesis [1930]. New York state college for teachers, Albany.

Findings: Students respond "true" to "false" statements more readily than "false" to "true" statements. The test is not rated highly as a teaching device.

3008. Jensen, M. B. and others. The relative merits of three methods of administering objective examinations. 1930. Central state teachers college, Mount Pleasant, Mich.

Three methods of presenting true-false tests under conditions designed to control practice effects showed no mean advantage with visual, oral, or visual-oral method. Evidences of individual idiosyncrasies were found.

3009. Jersild, Arthur T. Examination as an aid to learning. *Journal of educational psychology*, 20: 602-609, November 1929.

In trying to determine the value of examinations as aids to learning, the equivalent-group method of experimentation was used.

3010. **Johnson, Helen Elizabeth.** A study of state teachers examinations. Master's thesis, 1929. University of Colorado, Boulder. 42 p. ms.

Comparative evaluation of 4,000 questions by state authorities versus evaluations by college students. Findings: Those who have studied essay examinations give high place to selective recall type. Little correlation was found between evaluations.

3011. **Johnson, LeRoy Wolfe.** The influence of intelligence upon performance in examinations. Master's thesis, 1929. University of Colorado, Boulder. 66 p. ms.

Performance of high school freshmen of varying ability (native) on old-type and new-type tests. Findings: Pupils of high IQ perform better on both types of tests, and also more in accordance with their ability on new-type examinations.

3012. **Jones, Rodmen McClenny.** A study of a combination multiple-choice-true-false examination. Master's thesis, 1929. University of Colorado, Boulder. 37 p. ms.

Four ways of scoring a specially constructed examination first developed and then administered to a group of students. Findings: Students were more successful answering the true statements than false. They answered 52 per cent of best answer group correctly. On repetition of test gain was but 1.2 points.

3013. **Kellogg, Chester E.** Relative values of intelligence tests and matriculation examinations as means of estimating probable success in college. *School and society*, 30: 893-96, December 28, 1929.

In 1927 students who were enrolled in Psychology 1 at McGill university were given Thurstone's psychological examination for college freshmen, and the revision of United States Army alpha issued by the Psychological corporation. The correlation between the test results was very low. The correlation between matriculation records and scholarship in the freshman year was high. A study of the scholarship records for the second and third years shows that matriculation is less and less effective as a basis of estimates, and test intelligence counts more and more, as the course goes on and its content diverges from that of the high school curriculum.

3014. **Lane, Howard A.** A study of the value of the county diploma examination for predicting success in the smaller high schools of Kansas. Master's thesis, 1930. University of Kansas, Lawrence.

3015. **Levine, I. Bert.** The conduct of examinations in the high schools of New York State. Master's thesis, 1930. New York university, New York, N. Y. 50 p. ms.

Analysis of methods of conducting examinations in New York State with special emphasis on State regents examinations. Findings: Examinations are not conducted throughout New York State with the greatest amount of efficiency. Recommendations are offered for remedying this situation.

3016. **Meconnahey, Joseph H.** New-type examinations for the English courses at Newton, N. J., high school. Master's thesis, 1930. Lafayette college, Easton, Pa. 150 p. ms.

3017. **Maxon, A. L.** Report on uniform examinations in intermediate schools, January 1930. Department of public instruction, Schenectady, N. Y. 15 p. ms.

Tabular and graphical report on 14 uniform examinations by schools and for city. Findings: The results on regents examinations for 9-A grade are superior to those on examinations similar to the regents type for 9-B grade. Poor showings were made by commercial students on examinations based on local course of study designed for them.

3018. **Miller, Lawrence William.** An experimental study of Iowa placement examinations. Iowa City, The University, 1930. 116 p. (*University of Iowa studies*, first ser. no. 181, June 15, 1930. *Studies in education*, vol. 5, no. 6). Bibliography: p. 113-16.

Undertakes a critical analysis of certain Iowa placement examinations and reconstructs or modifies them in the light of principles derived from the analysis. In some cases the modifications are slight, in other cases radical changes in content and in testing techniques are involved. New materials, new techniques, and new principles are developed.

3019. **Newman, Sadie K.** An analytical study of some phases of the work of the board of examiners of the public school system of New York City. Master's thesis, 1929. New York university, New York, N. Y. 50 p. ms.

3020. **Pease, Glenn R.** Should teachers give warning of tests and examinations? *Journal of educational psychology*, 21: 273-77, April 1930.

A group of 408 students, of whom 302 were college students, and 106 were high school pupils, were studied to ascertain the effect of cramming on immediate and delayed retention. The study indicates that the value of cramming is in direct proportion to the intelligence of the one doing the cramming.

3021. **Puckett, Roswell C.** Final examinations. *American school board journal*, 81: 72, 74, July 1930.

Questionnaires on final examinations were sent to 100 large high schools in Ohio, Michigan, Indiana, and West Virginia. Returns were received from 82 schools and were tabulated by states. Data indicate that the majority of schools are still holding formal final examinations of 90 minutes or more in length.

3022. **Robb, Amy.** Objective examination methods in high school social studies. Master's thesis, 1930. University of Iowa, Iowa City. 156 p. ms.

3023. **Robertson, Frank O.** An analytical study of the North Dakota state science examination system from 1927-1929. Master's thesis, 1930. University of North Dakota, University.

3024. **Ruch, G. M.** Recent experiments on new-type examinations. *Los Angeles educational research bulletin*, 10: 2-5, 8, March 1930.

A critical review of recent studies of objective examinations from the standpoint of supposed variability of teachers' marks; negative suggestion effect of true-false tests; effect of the order of response words; directions and scoring methods; proposed modifications of the true-false test; instructional values of objective tests; and specific determiners in objective tests.

3025. **Staffelbach, Elmer H.** Weighting responses in true-false examinations. *Journal of educational psychology*, 21: 130-39, February 1930.

A true-false test consisting of 60 statements was given a group of eighth grade pupils in social science. Data on 244 pupils were studied statistically. There appears to be a tendency to reward the pupil who not only knows what he knows, but also knows what he does not know.

3026. **Talbott, E. O. and Ruch, G. M.** Minor studies on objective examination methods. II. The theory of sampling as applied to examinations. *Journal of educational research*, 20: 199-206, October 1929.

An examination of these studies showed that the essay question called forth two-fifths of the pupil's knowledge and that the essay examination required two times the amount of time required by the objective examination to treat the same unit of subject matter.

3027. **Trabue, M. B.** North Carolina high school senior examination. *High school journal*, 12: 251-63, November 1929.

3028. **Wells, F. L.** A short-answer examination in psychiatry. *Journal of genetic psychology*, 37: 309-14, June 1930.

The author describes a short-answer examination of 100 items used in the department of psychiatry of the Harvard medical school in its third-year examinations.

3029. **Wheatley, Benjamin W. and Davis, Robert A.** The teacher's use of objective examinations. *Educational method*, 9: 420-27, April 1930.

One hundred fifty-eight replies received to a questionnaire distributed to students in attendance at the 1928 summer session of the University of Colorado showed that high school teachers use objective examinations which they know to be reliable in 83 per cent of the cases; these objective methods influence the final mark about 17 per cent; teachers consider the ability to produce or use the information secured from a course as the most important single factor in the daily mark; the term examination is scored on the basis of an objectively applied curve system by 27 per cent of the teachers. The final mark is

scored on the basis of an objectively applied curve system by 31 per cent of those who score their final marks on a curve system. The author suggests ways of improving the teacher's use of objective examinations.

See also 1062, 1174, 1437, 1450, 1529, 3101, 3157, 3724.

#### EXTRACURRICULAR ACTIVITIES

3030. Adams, Cato W. Relationship of academic failures to eligibility for participation in extracurricular activities. 1929. University of Pennsylvania, Philadelphia.

3031. Adams, Lucy H. The participation of teachers college students in extracurricular activities. 1929. Colorado state teachers college, Greeley. 6 p. 1,320 questionnaires were filled out in assembly, and every third one (a total of 440) was used for classification. Interviews were held in the office of the dean of women to find out why 168 of the 440 students did not belong to any organization. College records, high school records, and entrance test scores were studied before the students were interviewed. The suggestions and the personal reactions of the interviewer were recorded. These cases were followed in order to note changes in time emphasis.

3032. Anderson, Earl W. Extracurricular duties. Educational research bulletin (Ohio state university), 8: 315-17, October 9, 1929.

A study of 110 beginning teachers to find the number of extracurricular duties engaged in by these teachers. The results of this study indicate that a definite preparation for supervision of these functions should be a required part of teacher training courses.

3033. Barrett, John F. Financing extracurricular activities in the secondary schools. Master's thesis, 1930. Rutgers university, New Brunswick, N. J.

\*3034. Bellingrath, George C. Qualities associated with leadership in the extracurricular activities of the high school. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1930. 57 p. (Contributions to education, no. 399)

3035. Brill, Goldie V. The problem of extracurricular activities in the high school. Master's thesis, 1929. Indiana state teachers college, Terre Haute. ms. Extracurricular activities in Washington high school, East Chicago, Ind., were studied and compared with the theory of authoritative educators. General aims and objectives were formulated. The realization of the aims and objectives through social activities was found to be conducive to the welfare of the school and the promotion of student welfare.

3036. Brown, Rica E. Student activities in the high school. Master's thesis, 1930. University of Kansas, Lawrence.

A study of extracurricular activities in the high school, the general scope of such activities, the per cent of students taking part, credit given, scholastic comparison of students in activities and those who are not, and financing student activities.

3037. Chapman, H. B. Extracurricular activities in secondary schools. In 100th annual report of the Baltimore board of school commissioners, 1928-1929. Baltimore, Md., Department of education [1930] p. 79, 81, 82.

A report on the nature and value of extracurricular activities in secondary schools, derived from the experience of the principals of these schools.

3038. ——— Use of assembly halls in secondary schools. In 100th annual report of the Baltimore board of school commissioners, 1928-1929. Baltimore, Md., Department of education [1930] p. 74, 85.

A study of the use of auditoriums in secondary schools and of various types of student assemblies. The data were furnished by school principals who were also invited to discuss the values resulting from student assemblies.

3039. Chouinard, Rev. Anthony. Extracurricular activities in Catholic high schools. Master's thesis, 1930. Catholic university of America, Washington, D. C. 59 p. ms.

3040. Church, Helen Landers. The school assembly. Master's thesis, 1929. Teachers college, Columbia university, New York, N. Y. 25 p. ms.

3041. Copp, Dalla Z. Out-of-school activities of fourth, fifth, and sixth grade children in Honolulu. Master's thesis, 1930. University of Hawaii, Honolulu. 140 p. ms.

3042. DeVore, Rommey Wilson. Quantitative evaluation, on the basis of time, of the extracurricular activities of Hamilton high school, 1928-1929. Master's thesis, 1930. University of Cincinnati, Cincinnati, Ohio. 39 p. ms.

The organization used in Hamilton high school for administering extracurricular activities is described in detail, with the average time devoted to each activity, and the number of participants given in tabular form. It is recommended that credit be awarded on the basis of time alone, on the same time basis that laboratory credit is allowed.

3043. Dowell, Anita S. and Snyder, Agnes. The relation of scholarship rating to the number of extracurricular activities carried by normal school students. [1930]. State normal school, Towson, Md.

3044. Eells, Walter Crosby and Brand, B. Romaine. Extracurriculum activities in junior colleges in California. School review, 30: 276-79, April 1930.

Information submitted by 2,924 students in junior colleges on October 1, 1928, was studied. It appears that the junior colleges are giving ample opportunity to their students to secure the benefits from moderate participation in extracurricular activities.

3045. Elam, Margaret Jewell. An appraisal of programs of co-curricular activities. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 98 p. ms.

A study based on current literature found in George Peabody college library on the subject of extracurricular activities, 1910-1930. Evidence points to the fact that the program of co-curricular activities contributes to aims of secondary education, character building, and scholarship.

3046. Evans, Charles Ray. Legal status of extracurricular activities in public secondary schools of the United States. Master's thesis, 1930. University of Cincinnati, Cincinnati, Ohio. 56 p. ms.

During 1929-1930 a questionnaire was sent to the chief school officer of the states, territories, and insular possessions of the United States to find out present legal provisions affecting extracurricular activities in high schools, use of buildings and facilities, administrative rulings of state and local authorities in the field, gist of judicial decisions growing out of extracurricular activities; legality of admission charges to extracurricular activities; and provisions for cost of transporting pupils to these activities. Findings: Approximately two-thirds of the states have some law on extracurricular activities; most of which is on the wider use of school buildings; the tendency is to vest in the local school board a large discretion in granting the use of the buildings.

3047. Fennessy, Beth Nash. Administering extracurricular activities in senior high schools. Master's thesis, 1930. University of Southern California, Los Angeles. ms.

3048. Flowers, John G. The high school assembly. 1930. State teachers college, Montclair, N. J. Trenton, N. J., State department of education, 1930. 39 p. (Montclair studies in education, no. 1)

A study of 95 high school assemblies in the State of New Jersey. Gives recommendations as to the administration, organization, and execution of the assembly.

3049. Geissinger, John G. The control and administration of extracurricular activities in the secondary school. Master's thesis, 1929. University of Pennsylvania, Philadelphia. 61 p. ms.

A study of 10 suburban high schools in the metropolitan area of Philadelphia. A plan is suggested for the control and administration of extracurricular activities in the Jenkintown high school, Jenkintown, Pa.

\*3050. Johnston, Edgar G. Point systems for guiding, stimulating, and limiting pupil participation in extracurricular activities. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. New York, A. S. Barnes and company, 1930. 160 p.

An investigation of the practice of 350 schools in extracurricular activities together with a survey of pupil-participation in a typical school and the cooperative development

of a point system for the school. Findings cover the types of systems in use, an analysis of practice generally in limiting participation, a study of systems used for stimulating activity, methods in use for guidance, provision for administration of a point system and types of record forms in use.

3051. Judd, Ruth Chapman. The control of extracurricular activities by a point system. Master's thesis, 1930. University of Southern California, Los Angeles. ms.

3052. Knox, James E. and Davis, Robert A. The scholarship of university students participating in extracurricular activities. Educational administration and supervision, 15: 481-93, October 1929.

The scholarship of students participating in extracurricular activities was compared with that of students not participating during the school year 1927-1928, at the University of Colorado. There were 854 participants, and a non-participant group of 4,523. The study indicated that those who participated ranked higher scholastically than those who did not; that women in activities had a much higher standing scholastically than the men in activities; that the type of activity in which the student participates has some relation to the scholarship of those concerned; and that the number of activities in which an individual participates is an important factor in scholarship.

3053. Lawson, Fred Douglas. A survey of the administration problems of club activities. Master's thesis, 1929. University of Kansas, Lawrence.

3054. Little, Adrian. An experiment with an assembly program. Master's thesis, 1930. Indiana university, Bloomington. 98 p. ms.

3055. Loder, George E. Extracurricular activities in the high schools. 1930. Agricultural and technical college, Greensboro, N. C.

An analysis of present attitudes toward extracurricular activities in the light of the modern high school; objectives of extracurricular activities; and what has been done in the negro schools of Greensboro, N. C.

3056. McClintock, Ray H. Survey of extracurricular activities in the San Jose schools. Master's thesis, 1930. Stanford university, Stanford University, Calif. 111 p. ms.

3057. McKelvey, Dorothy Leslie. A study of interest values in junior high school assembly programs. Master's thesis, 1929. University of Denver, Denver, Colo. 49 p. ms.

Five hundred pupils in one junior high school and 350 in another in Denver were asked to answer a questionnaire. Conclusions: Assembly is necessary. It is one means of reaching every pupil. Cooperation of authorities and teachers and pupils is necessary to perfect this period. Children like assemblies and most of them would rather have fewer and better ones. Most of the children desire the type that encourages involuntary attention, especially the short play.

3058. Mark, George E. The administration of guidance in extracurricular activities. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. University of Pittsburgh bulletin, 27: 326-27, November 1930. (Abstract)

3059. Melville, Eva Edgerly. Creative assembly programs. Master's thesis, 1930. University of New Hampshire, Durham. 76 p. ms.

A series of assembly programs prepared for junior high schools.

3060. Miller, John Carroll. A survey of the sources and of the methods of administration of extracurricular and student organization funds in the high schools of South Dakota. Master's thesis, 1930. University of South Dakota, Vermillion. 91 p. ms.

3061. Monroe, Walter S. The effect of participation in extracurricular activities on scholarship in the high school. School review, 37: 747-52, December 1929.

Data on extracurricular activities in the senior high school, Kenosha, Wis., were compared with similar data secured from three Illinois high schools. Data indicate that participation in extracurricular activities in the Kenosha senior high school does not affect adversely the scholastic standing of pupils. Results indicate that extracurricular activities in the schools studied were beneficial rather than detrimental.

3062. **Oliver, Maude Louise.** Administration of extracurricular activities in the junior colleges of California. Master's thesis, 1930. University of Southern California, Los Angeles. ms.

3063. **Park, Joseph C.** Extracurricular activities of teachers in junior and senior high schools. *Vocationist*, 18: 3-9, March 1930.

3064. **Predmore, Charles.** A survey of student activities in the high schools of the State of New Jersey. Master's thesis, 1930. Rutgers university, New Brunswick, N. J.

3065. **Price, Blanche.** Effect of participation in co-curricular activities on grades. 1930. West Virginia university, Morgantown.

3066. **Richard, Clarence W.** Business management and analysis of student activities. Master's thesis, 1929. University of Nebraska, Lincoln. 83 p. ms. Educational research record (University of Nebraska), 2: 106-17, February 1930.

A study was made to determine to what extent superintendents approach the desirable standards in regard to the organization and management of student activities; to analyze and study the status of student activities found in different-sized schools; and to suggest certain principles, criteria, and organization for handling student activity funds effectively. Two hundred and twenty-one replies to questionnaires were received and studied.

3067. **Bugg, Earle Underwood.** Summary of investigations relating to extracurricular activities. Greeley, Colorado state teachers college, 1930. 304 p. (Colorado state teachers college. Education series, no. 9)

Eighteen of the graduate theses which were initiated in the Department of education of Colorado state teachers college on the practices in various types of extracurricular activities form the basis of this book. The chapters describe largely the administrative organization of the various extracurricular activities.

3068. **Sanford, Russel Mussey.** The use of school auditoriums. Master's thesis, 1929. University of California, Berkeley. 62 p. ms.

A study to ascertain to what extent the auditorium is used in the senior high schools, junior high schools, and elementary schools of San Francisco, Oakland, Berkeley, Alameda, and Richmond. Findings: There is no mathematical relationship between the enrollment of the school and capacity of the auditorium within any one type of school or between cities. Compared with other cities, San Francisco ranks lowest in regard to seating capacities of the junior high schools; Berkeley and Richmond rank highest. The auditorium of the median senior high school is in use 64 per cent of the time; elementary school, 34 per cent of the time; and junior high school, 40 per cent of the time. The auditorium is probably the least used room in most schools.

3069. **Selgfred, Earl C.** The assembly as a school project. Master's thesis, 1929. Teachers college, Columbia university, New York, N. Y. 31 p. ms.

3070. **Severinson, Charles A.** Extra classroom activities in junior high school, and small systems in North Dakota. Master's thesis, 1930. University of North Dakota, University.

3071. **Sherman, Selwyn Howard.** Status of extracurricular activities in accredited high schools of Alabama. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 110 p. ms.

3072. **Smith, G. B.** The relation between participation in student activities in high school and in the university. Master's thesis, 1930. University of Minnesota, Minneapolis.

3073. **Sneed, Guy Wilson.** The organization of intramural activities for high school boys. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 102 p. ms.

3074. **Spring, William Dwight.** The status of extracurricular activities in Kentucky high schools. Master's thesis, 1930. University of Cincinnati, Cincinnati, Ohio. 53 p. ms.

Findings: Approximately three-fourths of the schools studied have some type of program for extracurricular work. All schools seem to place the responsibility of financial control on the principal. Approximately one-fourth of the student bodies take part in some athletic sport. Dramatics is extremely popular in all of the schools.

3075. **Stiles, Lottie Altizer.** Self-initiated activity as provided for by recent school organizations. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 52 p. ms.

3076. **Virginia normal and industrial institute, Ettrick, Va.** Extracurricular activities. Ettrick, Va., Virginia normal and industrial institute, 1929. 28 p. (Virginia normal and industrial institute gazette, vol. 34, no. 3, December 1929. Faculty study club number)

See also 114, 171, 2009, 2205, 4079, 4319; and under Athletics; Journalism; Play and recreation.

#### FAILURES OF PUPILS

3077. **Barr, H. M.** City wide pupil failure report, June 1929. Public schools, Portland, Oreg. 2 p. ms.; November 1929, 1 p. ms.

City-wide surveys of failures.

3078. **Bixler, H. H.** Report of failures by departments, junior and senior high schools, first semester, 1929-1930. 1930. Board of education, Atlanta, Ga. 5 p. each.

Routine analysis of failures by departments, junior and senior high schools, Atlanta, Ga. Findings: There is a slight tendency toward the reduction of failures.

3079. **Busby, Lois.** A study of failures in Algebra I. Master's thesis, 1930. University of Illinois, Urbana. 90 p. ms.

A study of the causes of failures. The most important cause was found to be indifference to subject matter.

\*3080. **Cheyney, W. Walker.** Rate of progress and the IQ. Doctor's thesis, 1930. University of Pennsylvania, Philadelphia. Philadelphia, University of Pennsylvania, 1930. 98 p.

3081. **Coffman, Erma.** A study of 108 probation students. Master's thesis, [1929]. Ohio state university, Columbus. 163 p. ms.

A detailed diagnostic study of 108 cases of probation was undertaken to locate the actual factors involved in academic failure. Each one of these students was studied very carefully for one quarter while he was enrolled in Psychology 411 a course giving training in study methods.

3082. **Daily, Roy T.** Reteaching in the Warren, Ohio, junior high schools; its costs, causes, and effect on student morale. Master's thesis, 1930. University of Akron, Akron, Ohio. 95 p. ms.

Three junior high schools of Warren, Ohio, were studied for failures in major subjects. Findings: About 78 per cent of pupils who fail in major subjects do so for some reason other than low mentality.

3083. **Dales, O. P.** Non-promotions in the Passaic high school. 1929. Public schools, Passaic, N. J. 31 p. ms.

Ascertains facts of non-promotion and the causes thereof in order to devise some remedial procedure. Some of the conclusions drawn from this study are: (1) small classes are advantageous in algebra and commercial arithmetic; (2) class size is an item, but not so important in the case of English and Latin; (3) passing marks required by the grades and high school vary too much; (4) immaturity is not a cause of failure; pupils are failing because of too much outside work; absence is shown to be closely allied to failure. English difficulties probably affect failures. They are not so important as commonly believed. They probably cause failures in English.

3084. **Daly, Marion Elizabeth.** Causes of failure in the fourth and fifth years of the elementary school. Master's thesis, 1929. New York university, New York, N. Y. 54 p.

3085. **DeBusk, B. W.** Failure survey, January 1930. 1930. Public schools, Portland, Ore. 7 p. ms.

A study of all of the Portland elementary public schools. Findings: Improvement shown in the past year and one-half is being steadily maintained.

3086. **Denver, Colo.** Public schools. Department of research. Case studies of failures in senior high schools for the first semester, 1929-1930.

3087. ————. Check of senior high school failures. 1930. 40 p.

3088. **Dolley, Jesse E.** A study of freshmen failures in college of literature, science and arts in University of Michigan, 1926-1927, 1927-1928, 1928-1929. Master's thesis, 1930. University of Michigan, Ann Arbor. 68 p. ms.

A study to determine some causes of failure among freshmen at the University of Michigan. Special effort was made to determine bearing of intelligence, previous training and social and economic factors upon freshmen withdrawals. Study involves 373 failing and 371 non-failing freshmen. Findings: (1) Successful freshmen had considerably higher scores in entrance examinations; (2) successful freshmen received approximately three times as many scholastic honors and recognitions in high school and failed in only half as many subjects as the non-successful freshmen; (3) students conspicuous in high school athletics are also conspicuous among failures during the freshman year of college, etc.

3089. **Elwell, John William.** A review of pupil failure in the elementary schools of Hamilton, Ohio. Master's thesis, 1930. University of Cincinnati, Cincinnati, Ohio. 65 p. ms.

A study of 62,465 cases of failure of pupils in grades 1-8 in the elementary schools of Hamilton, Ohio, for the years 1911 to 1928, inclusive, showed that the highest rate of failure occurred in the fourth and sixth grades, and the lowest in the eighth grade. The rates are higher than the average found in studying reports made from other cities. Most of the pupils received their lowest marks in arithmetic, geography, English, and history. Significant sex differences were found. More girls than boys skip grades. Girls spend more time in doing home work than do boys, and the average of girls' marks is five or six points higher than that of boys. Work in the elementary grades in Hamilton, Ohio, is poorly organized and standardized, and lacks adequate and competent supervision.

3090. **Eustace, Mary M.** A study of the reactions of high school failures towards segregation. Master's thesis, 1930. College of the City of New York, New York, N. Y. 194 p. ms.

Survey of the effects of segregation of 85 failures in high school. Small improvement in achievement resulted, but other effects, mostly emotional, seemed detrimental.

3091. **Ferguson, V. P.** Causes of failure of college freshmen in physics. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 32 p. ms.

A study of 21 institutions with 612 students. Findings: Failures were caused by (1) lack of study; (2) lack of mathematical preparation; (3) athletic participation; (4) objections to laboratory work, etc.

3092. **Galbraith, Rowena U.** A study of the causes and remedies of ninth grade English failures. Master's thesis, 1930. University of Illinois, Urbana. 68 p. ms.

In this study the necessity of individual treatment and adaptation of subject matter was established.

3093. **Holst, John B.** The problem of pupil failure. Los Angeles educational research bulletin, 10: 9-13, March 1930.

A study of pupil failure in the Venice high school, where until recently there has been no suitable plan for conducting a guidance program which would offer constructive and sympathetic aid in saving pupils from failure. Gives a plan for handling the pupil failure problem. The grade distribution report showed among other things that the drive on failures seemed to have produced results.

3094. **Kingsley, John H.** The relation of performance to ability under formal grade organization. A seventh grade study with many questions, including what is failure? 1930. Public schools, Albany, N. Y. 11 p. ms.

This study is a complete review of the procedures, the materials and the analysis sheets of the seventh grade "class distribution charts." It was found that the superior child was not working up to his ability. This is a new conception of failure.

3095. **Kurtz, Stanley M.** A study of subject failures in the Borough senior high schools of Berks county, Pa. Master's thesis, 1929. University of Pennsylvania, Philadelphia. 76 p. ms.

List of causes of failure were revealed by the investigation.

3096. **Long Beach, Calif.** Public schools. Department of research. Percent of failures in elementary schools, February and June, 1929. 7 p. ms.

Reports of failures show the need for continued study of the problems in the various grades. The highest per cent of failures is in grades 1-B to 2-A, inclusive. Is this due to standards of promotion, the length of the school day, or some other cause?

3097. **McGill, Carrie Bell.** A study of causes of failure in first year algebra. Master's thesis, 1929. University of Kansas, Lawrence. 50 p. ms.

3098. **McMaster, Dale.** Case studies of failing pupils in seventh year reading and arithmetic. University of Pittsburgh school of education journal, 5: 39-46. December 1929.

A study was made of 22 maladjusted children in the seventh grade of the Cochran Junior high school, Johnstown, Pa. Case studies were made by means of intelligence tests, classification tests, standardized and nonstandardized subject tests, school records, physical examinations, and interviews. The study showed that no two cases are identical and that therefore effective diagnosis and remedial teaching must have as a basis the facts obtained by a thorough case study of each problem pupil.

3099. **Margon, Louis.** Some of the causes of the failure of geography in the elementary schools from the teacher's standpoint. Master's thesis [1930] New York university, New York, N. Y. 57 p. ms.

3100. **Miller, Joseph.** Causes of success and failure in the classroom. 1930. Public schools, Wilkes-Barre, Pa. 9 p. ms.

3101. **Neece, Lloyd B.** An investigation of some factors attending the failure of 54 pupils in the seventh and eighth grades in the county diploma examination, Greenwood county, Kans. Master's thesis, 1929. University of Kansas, Lawrence.

3102. **Peters, Samuel Everett.** A study of failures in two California high schools. Master's thesis, 1930. Stanford university, Stanford University, Calif.

3103. **Pyle, W. H.** A psychological study of some high school failures. School and society, 31: 819-20, June 14, 1930.

Thirty-three school pupils who were failing in all or nearly all of their studies were studied, to determine the causes of failure and if possible to find a remedy. An experimental, diagnostic study was made of each pupil. The experiments used with the failing students were given to the four brightest and most successful pupils in the senior class. Twenty-eight of the poor pupils were equal to the average of their age or better in one or more functions, and each of the four bright seniors was only average or below average in at least one function. The poorest students in this high school excelled the best students in some aspect of learning. Conclusions: A common literary type of education for all pupils is impossible.

3104. **Ramy, Alfred Kirk.** A study of 60 failing students in the Lowther junior high school during 1928-1929, Emporia, Kans. Master's thesis, 1930. University of Kansas, Lawrence. 49 p. ms.

3105. **Reid, Mabel A.** Pupils' analyses of school failure. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. University of Pittsburgh bulletin, 27: 360-61, November 1930. (Abstract)

3106. **Rider, A. Leech.** An investigation of freshmen failures at the University of Florida, based upon a study of 100 men from five small Florida standard high schools. Master's thesis, 1930. University of Florida, Gainesville.

3107. **Robb, E. K.** A study of failures in high school and remedial plans. Master's thesis, 1929. Pennsylvania state college, State College. 49 p. ms. Statistical and case studies in high schools of Bedford, Pa., and Hollidaysburg, Pa.

3108. **Roland, Henry Isaac.** A study of failures in Shelby county, Tenn., high school. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 60 p. ms.

A study was made of 50 promoted pupils and 50 failures in three Shelby county schools in 1928-1929. Findings: Low intelligence and poor attendance are factors causing failure; transition and physical defects had little, if any, influence on failure.

3109. **Rose, Marion.** A study in promotions and failures as affected by sex. Master's thesis, 1929. University of Kansas, Lawrence.

3110. **Santa Monica, Calif. Public schools. Department of research.** Report of pupil failures for the term ending June, 1929, elementary schools. 1929. 6 p. ms.

3111. ———— Report of pupil failures for the term ending June, 1929, junior and senior high schools. 1929. 15 p. ms.

3112. ———— Report of pupil failures for the term ending February, 1930. 24 p. ms.

3113. **Smith, Vann Hermon.** High school failures in a small community. Master's thesis, 1930. New York university, New York, N. Y.

3114. **Stalnaker, J. M. and Remmers, H. H.** What kind of high schools contribute to college failures? Lafayette, Ind., Purdue university, 1930. 39 p. (Bulletin of Purdue university, vol. 30, no. 5, March 1930. Studies in higher education, 14).

From a study of student elimination from Purdue university from 1922 to 1928, involving 5,220 students enrolled, it was found that a significant relationship existed between elimination and size of high school and length of school term.

3115. **Wheeling, W. Va. Public schools. Department of research.** A study of the ninth-grade failures for the first six weeks in English. 1929-1930. 5 p. ms.

This study was conducted with a view to making such changes as might be necessary in the curriculum to eliminate failure as much as possible.

3116. **Whytock, N. B. and Fritch, C. Lorene.** Report of pupil failures in the Glendale city schools for the school year 1929-1930. 1930. Public schools, Glendale, Calif.

3117. **Williams, J. Harold.** Report of pupil failures for term ending January 31, 1930. 1930. Public schools, Santa Monica, Calif. 24 p. ms.

Includes data from first grade through senior high school.

See also 329, 549, 1656, 1936, 2540, 2566, 3030, 4256, 4435; and under Subnormal children.

#### HOME-ROOMS

3118. **Coombs, Ann Amelia.** A study of the purposes, methods of classification, and plans of activities of the home-room as presented in educational literature and the practices of the Los Angeles junior high schools. Master's thesis, 1929. University of Southern California, Los Angeles. 79 p. ms. National education association, Department of secondary school principals bulletin, 34: 103-4, January 1931. (Abstract)

A study to determine the purposes, methods of classification, and plans of activities of the home-room as presented in educational literature and evidenced in junior high school home-rooms in the Los Angeles city schools. Data were secured from books and

magazine articles; observations on the conduct of the home-room in various schools; and interviews with principals, counselors, and home-room teachers in Los Angeles junior high schools.

3119. **Corrigan, E. J.** The home-room. *School review*, 38: 300-306, April 1930.

The home-room organization which is used in Detroit may be defined as a large number of one-room schools gathered under one roof. The objectives of the home-room are: to furnish an opportunity for pupil participation in the administration of affairs concerning the pupils; to emphasize and capitalize the worthy achievements of boys and girls; to clear up pupil's difficulties; to start pupils happily on their day's journey; to teach citizenship and to train character. The home-room teacher has one group during the home-room period for three years, and teaches the same group in her particular subject, so that she may be better acquainted with the pupils. Typical home-room programs for a week are given.

3120. **Denver, Colo. Public schools. Department of research.** An investigation to determine the value of home-room activities in developing personality and in improving the achievement of low mentality pupils. 1930.

3121. **Elder, William Fitch.** Function of the senior high school home-room in the guidance program of the Oakland schools. Master's thesis, 1930. University of California, Berkeley. 61 p. ms.

Determines the possibilities of the home-room as a means of guidance in the Oakland senior high schools.

3122. **Geyer, George.** Function of the home-room in the Oakland junior high schools. Master's thesis, 1930. University of California, Berkeley. 82 p. ms.

Compares present practice in Oakland with recommendations of experts in the junior high school field for such functions of the home-room for which recommendations are available.

3123. **Kefauver, Grayson N. and Scott, Robert E.** The home-room in the administration of secondary schools. *Teachers college record*, 31: 624-41, April 1930.

An investigation of the programs of home-rooms in 130 secondary schools. The study shows wide variations in time available for home-room activities and in the activities themselves.

3124. **Mercer, Florence Jessie.** A survey of the administration and activities of the home-room organization in junior high schools. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. *University of Pittsburgh bulletin* 27: 335-36, November 1930. (Abstract)

3125. **Nettel's, C. H.** The home-room. 1930. Public schools, Los Angeles Calif. 11 p. ms.

Plans and procedures for home-room guidance.

3126. **New Trier township high school, Winnetka, Ill. Department of reference and research.** A study of adviser room scholarship for the first semester. 1930. 7 p. ms.

From this study it is concluded that the adjustment of boys, especially freshmen, presents a real problem. In the readjusting of adviser groups due to the breaking up of groups or the addition of dropbacks, adviser chairmen should strive to level up the group as nearly as possible in scholarship ability.

3127. **Sanborn, Kent Lincoln.** Home-room sponsorship in the high school. Master's thesis, 1930. University of Colorado, Boulder. *University of Colorado studies*, 18: 102, December 1930. (Abstract)

Provides a manual for home-room sponsors in the high school. Information has been collected from educational literature and through a questionnaire answered by the principals of 143 high schools of various types in the North central association.

See also 1994.

## MARKS AND MARKING

3128. Allen, C. H. Statistical study of teacher's grades given in Western Carolina teacher's college in 1928-1929 and summer of 1929. 1930. Western Carolina teacher's college, Cullowhee, N. C.

An analysis of the distribution of each of 28 instructors grades given over a period of four quarters. A total of 5,782 final grades were included in the study. Comparisons were made with results of four previous similar studies. Findings: Marked evidence of greater standardization of grading in actual practice among the instructors and growing sympathetic attitude toward reaching uniform grading standards are shown.

3129. Bangs, Cecil Warren. Teachers' marks and the marking system; a program for the objectification of teachers' marks. Master's thesis, 1929. University of Iowa, Iowa City. Iowa City, University of Iowa, 1930. 44 p. (University of Iowa extension bulletin, College of education series, no. 26, May 1930)

3130. Brindley, Enoch Newton. A comparative study of the marks made by Indiana university seniors who had their junior college work in different institutions. Master's thesis, 1929. Indiana university, Bloomington. 61 p. ms.

3131. Brown, Walter Waldo. A correlation of marks in mathematics and science. Master's thesis, 1929. Teachers college, Columbia university, New York, N. Y. 17 p. ms.

3132. Clem, Orrie M. and Walklet, J. K. Comparative school marks of September and January junior high school entrants. Journal of educational research, 20: 360-66, December 1929.

A study of the ninth grade pupils in Lincoln high school, Syracuse, N. Y. Slight variation was found among the two groups in the various school subjects but in general no considerable differences were found between September and January entrants.

3133. Clevenger, Josephine. Relation of digit and learning spans to school marks of eighth and ninth grade children. Master's thesis, 1929. Indiana university, Bloomington.

3134. Connor, William L. The relation between teachers' marks and pupils' behavior. Nation's schools, 4: 55-60, November 1929.

A study of the relation between teachers' marks, mental and educational age, and pupils' behavior in an elementary school in Cleveland in 1925-1926 indicates that school marks are closely interrelated with the classroom conduct of the pupils.

3135. Denver, Colo. Public schools. Department of research. An analysis of the case histories of pupils with high educational quotients who make low academic marks. 1930.

3136. ———— Record of marks and intelligence ratings of the continuity study group in Grant junior high school. 1930.

3137. Goodrich, T. V. Can pupils mark their own papers accurately? Journal of educational research, 21: 255-61, April 1930.

From this study it was found that under ordinary conditions and methods the average sixth-grade class may be expected to mark correctly 98.0 to 98.5 per cent of the spelling words found in a daily lesson of 20 words.

3138. Hotchkiss, Medora A. Analysis of factors affecting marks in high-school algebra. Master's thesis, 1930. University of Colorado, Boulder. University of Colorado studies, 18: 75, December 1930. (Abstract.)

Determines the types of pupil performance marked by algebra teachers and the weight assigned to each of them; the relative validity of the various types of classroom marks as measures of achievement. Data for the first part of the study were secured from a questionnaire answered by 139 algebra teachers from 224 accredited high schools of Colorado. Data for the second part were obtained from a careful study of marks given by three algebra teachers in a city in Colorado. Data indicate that the validity of the various types of performances as measures of achievement varied with the teachers who employed them; and that marks for daily written homework are perhaps the least valid measure of achievement.

3139. Jones, J. W. An index number for the distribution of instructor's marks. 1930. Indiana state teachers college, Terre Haute. 5 p. ms.

Describes computation of number, interprets numbers briefly, compares distribution with that of other teachers colleges. Findings: Universities grade lower than the teachers colleges.

3140. ——— A tabular and graphic study of the distribution of term grades, fall, 1929. 1930. Indiana state teachers college, Terre Haute. 14 p. ms.

Compares grades issued in each department and entire school with previous years and terms. Findings: (1) 2.444 times as many A's as F's were issued; (2) 2.035 times as many B's as P's; (3) approximate distribution was 6-14-37-30-13.

3141. ——— A tabular and graphic study of the distribution of winter term marks. 1930. Indiana state teachers college, Terre Haute. 18 p. ms.

Comparison of grades issued in each department and entire school with previous years and terms. Findings: 2.247 times as many A's as F's were issued; 2.030 times as many B's as P's; 6-14-37-20-13 distribution; index number was 109.9 rather than 100—the normal.

3142. Kaulfers, Walter. Value of English marks in predicting foreign-language achievement. School review, 37: 541-46, September 1929.

Average end-semester marks in English for two terms, of 109 beginners in Spanish in the Woodrow Wilson junior high school and the San Diego senior high school, San Diego, Calif., and the average mid-semester and end-semester marks received by the same pupils in the first term of foreign-language work, were studied. Findings: Boys were appreciably inferior in both subjects. There is greater variability for both boys and girls in Spanish than in English. Girls for the most part do better in Spanish than in English. Correlations between English marks and foreign-language marks do not assure infallible predictions. English marks can be used with safety only in classifying pupils into roughly homogeneous groups.

3143. Leach, Flora Ella. The relation between marks made in high school mathematics and marks made by Indiana university graduates in various subjects in Indiana university. Master's thesis, 1929. Indiana university, Bloomington. 129 p. ms.

3144. Long Beach, Calif. Public schools. Department of research. Distribution of school marks, elementary schools for the year 1928-1929. [1930] 4 p. ms.

This study is based upon a tabulation of 146,462 marks. Findings: The highest average marks are found in spelling, the lowest in arithmetical reasoning. Girls make more high marks (1's and 2's) than boys in all subjects except arithmetic reasoning in which boys average .03 higher than the girls; boys make more low marks (4's and 5's) than girls in all subjects. Girls average .23 higher than boys in all subjects.

3145. ——— Distribution of school marks, junior and senior high schools and junior colleges. School year 1928-1929. [1930] 5 p. ms.

A study based upon a tabulation of 122,907 marks. The table given in this study shows three tendencies that are desirable within reasonable limits: viz, a reduction in the percentage of high marks, an increase in the average marks, and a reduction in the failing marks.

3146. Nelson, M. J. Grading systems in 89 colleges and universities. Nation's schools, 5: 67-70, June 1930.

A study concerned with determining what types of marking systems are commonly employed in colleges and universities. Replies to a questionnaire were received from 89 of 140 universities, colleges and teachers' colleges in various sections of the United States. There is a tendency toward a wide diversity where a high degree of uniformity is desirable.

3147. New Trier township high school, Winnetka, Ill. Department of reference and research. A study of individual teachers' grades with a comparison of grades given boys and girls by departments, second semester 1928-1929. 1929. 12 p. ms.; first semester, 1929-1930. 1930. 10 p. ms.

3148. Peters, Columbus Floyd. Ability, attitude, effort and achievement (rate of work, quality of work) as factors in certain teachers' marks. Master's thesis, 1930. University of Iowa, Iowa City. 47 p. ms.

3149. **Philadelphia, Pa. Public schools.** Division of educational research. Junior high schools. Per cents of pupils rated satisfactory. First report period, November 29, 1929. 8 p. ms. (Bulletin, no. 141); second report period, January 9, 1930. 8 p. ms. (Bulletin, no. 143)

3150. ———— Senior high schools. Per cents of pupils rated satisfactory. First report period, November 29, 1929. 9 p. ms. (Bulletin, no. 140); Second report period, January 8, 1930. 6 p. ms. (Bulletin, no. 142)

3151. **Santa Monica, Calif. Public schools.** Department of research. Report of elementary school marks, June 1930.

3152. ———— Report of high school marks, June 1930.

3153. ———— Report of senior high school marks, June 1929. 4 p. ms.; February 1930. 7 p. ms.

3154. **Sisley, John Robert.** Administrative problems of marks and tests in high schools of western Pennsylvania. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. 80 p. University of Pittsburgh bulletin, 27: 381-82. November 1930. (Abstract)

3155. **Smith, Merle Eugene.** A study of the changes in the marks of junior high school students. Master's thesis, 1930. University of Southern California, Los Angeles.

3156. **Taylor, J. Carey.** The use of certain standard tests in predicting junior high school scholarship as measured by teachers' marks. Doctor's thesis, 1930. Johns Hopkins university, Baltimore, Md.

3157. **White, Clyde W.** The effects of exemptions from semester examinations on the distribution of marks in the Hamilton, Ohio, high school. Master's thesis, 1930. Ohio state university, Columbus. 274 p. ms.

Distribution of all marks for a four-year exemption period compared with the distribution of a four-year period without exemptions in the same school. Findings: The effects of exemptions have been very slight on the distribution of marks except at the critical point of exemption.

3158. **Wible, Josephine W.** The effects of weighted credit in the Lincoln high school, Lincoln, Nebr. School review, 38: 753-59, December 1929.

The distribution of marks received in all full-time subjects by all pupils who remained in school until the end of a semester from February 1915 to June 1925 were studied in order to check the efficacy of the weighted-credit plan. Weighted credit has made most of the pupils of the Lincoln high school work harder than they would if the marks were not weighted. It permitted some students to graduate in less than the four years which they would normally have taken.

See also 329, 506, 615, 1968, 2996, 3449, 4436.

#### RECORDS AND REPORTS

3159. **Battis, James Albert.** The evolving of a reasonable report card for a junior high school in New Jersey. Master's thesis, 1929. New York university, New York, N. Y. 78 p. ms.

3160. **Butler, James Henry, jr.** Theory and practice of central pupil record systems in the public schools of America. Master's thesis, 1929. New York university, New York, N. Y. 33 p. ms.

3161. **Clark, Zenas Read.** The recognition of merit in superintendents' reports to the public. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y.

The purpose, content, organization and presentation of superintendents' reports were studied with a view to making them more interesting to the public. A series of questions designed to determine the satisfaction of the implications of the various criteria were established. Ninety-five reports were studied. Recommendations for the improvement of current practice are made in terms of the degree to which each measure is satisfied.

3162. Edgerton, Roland Ottis. A system of cumulative records for elementary schools. Master's thesis, 1930. Duke university, Durham, N. C.

A study of cumulative record systems with an attempt to develop a system that in a simple way meets administrative, prognostic, and diagnostic functions.

3163. Glover, O. S. and Halverson, J. John. The superintendent's monthly report to the school board. American school board journal, 80: 50, 130, May 1930; 65, 116, 118, June 1930.

A study was made to determine to what extent schoolmen in Minnesota are using the monthly report in attempting to guide their boards in the economical consideration of essential business.

3164. Groff, Forrest Ray. School record and report forms of a small school system designed for mechanical tabulation. Master's thesis, 1929. Indiana university, Bloomington. 73 p. ms.

3165. Johnston, Jane S. A study of reports sent to parents or guardians of private schools. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. University of Pittsburgh bulletin, 27: 301-02, November 1930. (Abstract)

3166. Jorden, Edward L. Typical characteristics of annual reports in small school systems. Educational research record (University of Nebraska), 2: 164-69, 175-83, April 1930.

This study deals with the superintendent's annual report in small school systems having between 10 and 60 teachers, comparable to the average Nebraska community. Questionnaires were sent to 1,200 superintendents of all school systems having from 10 to 60 teachers in Nebraska, Minnesota, Wisconsin, South Dakota, North Dakota, Montana, Wyoming, and parts of Kansas and Idaho to determine the practice in respect to annual reports.

3167. Kretsinger, R. W. and Johnson, Henrietta A. The development of report cards in cooperation with parents. Oakland, Calif., Public schools, 1930. 4 p.

3168. Lynn, Mass. Public schools. Research department. The Lynn packet system for keeping reports and records of pupils' work. 1930. 35 p. ms. (Research bulletin, no. 14)

3169. Manuel, Herschel Thurman and Knight, James. Age of school entrance and subsequent school record. School and society, 32: 24-26, July 5, 1930.

3170. Matter, William Everett. A study of the record and report forms in 25 junior high schools of Kansas. Master's thesis, 1930. University of Kansas Lawrence.

3171. Nelson, Robert Oliver. A study of southern county superintendents' annual reports. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 75 p. ms.

An attempt to determine what items should be included in the annual report of the southern county superintendent. Findings: (1) Present reports are far from uniform; (2) there are few legal hindrances to a uniform report; (3) a report containing some such items as recommended here would give comparable data otherwise unobtainable.

3172. Osburn, W. J. Improvement of record forms used in reports sent in to the State department of education. Columbus, Ohio state department of education, 1929. 60 p.

3173. Prout, Ralph Byron. A study of high school records and reports other than financial. Master's thesis, 1930. University of Southern California, Los Angeles.

3174. Reavis, W. C. and Woellner, Robert. Office records and reports in secondary schools. School review, 37: 469-509, September 1929.

The author deals with the most common types of office records and reports, dealing with individual pupils, school membership, teachers, and equipment and supplies. The different kinds of records kept by 522 representative secondary schools were studied.

The data showed a marked tendency on the part of administrators to collect and preserve a variety of information which may be used in making reports to superintendents and others. The handling of the data requires foresight, constructive planning and development of efficient office practices. Recording and reporting require less labor in the small schools than in the large schools. Good forms must be devised, and routine procedures must be established for the making and filing of records.

3175. **Roos, Carl A.** School forms and records as an aid in school supervision and administration. Master's thesis, 1930. Rutgers university, New Brunswick, N. J.

3176. **San Francisco, Calif. Public schools.** Department of educational research and service. A summarization of new regulations governing teachers' monthly statistical reports and an analysis of the errors commonly made in making out such reports. 1929. 3 p. ms. (Bulletin, no. 6)

3177. **Senour, A. C.** Summary of teachers' reports on documentary evidence of birthdates of pupils enrolled in grades 1B or 1A. 1930. Public schools, East Chicago, Ind. 3 p. ms.

A cooperative check with the Department of health on the reliability of certain vital statistics; also incidentally a study of the flow of population into the city. Approximately one-half of the pupils in the grades studied were born in East Chicago; one-third of these failed to produce birth certificates. Evidence of inadequate collection of vital statistics in the city, was found.

3178. **Troge, Ralph F.** A study of school records and reports and construction of a set of pupil records for junior high school. Master's thesis, 1930. University of Oregon, Eugene. 153 p. ms.

One hundred and thirty schools replied to a form letter contributing a total of 1,204 forms used for pupil records in junior high schools throughout the United States. Lack of uniformity between record systems was marked; number of forms used was determined by size of enrollment and type of school organization; no commercial systems were providing cards for guidance work, etc.

See also 78-79, 95, 108-109, 120, 131, 1905, 1931, 1936.

#### RETARDATION AND ELIMINATION

3179. **Baker, David Russell.** Age-grade-progress study of the public schools of Hamilton, Ohio. Master's thesis, 1930. University of Cincinnati, Cincinnati, Ohio. 75 p. ms.

Teachers in all grades from one to 12 secured and tabulated data on a new form which gives a complete picture of grade, age and progress, in an effort to secure data which will be valuable in organizing special classes and in reorganizing the system on the 6-3-3 basis. Findings: Amount of over-age-ness and retardation is not excessive when compared to similar school systems. A large amount of over-age-ness and retardation may be traced to pupils who have attended schools in other districts. A larger per cent of girls make normal progress than boys. Greatest amount of over-age-ness and retardation are found in the fifth and sixth grades. Low mentality, lack of application and repeated change of schools are largely responsible for the over-age-ness and retardation of the pupils. Amount of over-age-ness and retardation which varies considerably in the different buildings and grades, is undoubtedly due to the different types of districts from which pupils are drawn.

3180. **Barr, H. M.** Age grade report, city wide, all grades. 1929. Public schools, Portland, Oreg. 8 p. ms.

3181. **Bonar, Carl.** Causes of retardation. 1930. West Virginia university, Morgantown.

3182. **Booher, Cloyce Eugene.** Operation of the Bing law in Highland county, Ohio. Master's thesis, 1930. Ohio state university, Columbus. 100 p. ms.

A study of all children 14 to 18 years of age who are directly affected by Ohio's compulsory attendance law. Findings: The size of the home, the parents' attitude toward school, and the child's dislike for the course of study were found to be outstanding factors in elimination from school.

3183. **Breed, Frederick S. and Lanier, Bessie J.** Educational age as a basis for measuring retardation. *American school board journal*, 80: 55-56, June 1930.

The authors made a comparative study of the retardation of the same pupils as measured by three different methods. Data were secured on the chronological age, grade position, and scores on both intelligence and achievement tests of 1,572 pupils in four schools of Racine, Wis.

3184. **Buchwald, Leona C.** Follow-up of junior and senior high school withdrawals. 1929. Department of education, Baltimore, Md. 12 p. ms.

3185. **Buckner, Mabel A.** Pupil elimination in the New Haven high school. Master's thesis, 1930. Yale university, New Haven, Conn.

3186. **Burnside, John Pearce.** The accomplishment scores of repeaters. Master's thesis, 1930. University of California, Berkeley. 35 p. ms.

The accomplishment scores made by repeaters in Contra Costa county, Calif., in reading and in arithmetic as compared to accomplishment scores of pupils of similar intelligence who have been advanced. Findings: (1) Scores of repeaters are about the same as those of pupils of similar intelligence who have been advanced; (2) no marked change in scores after repeating, average gain being slight; (3) practically no difference, as measured by the tests, in reading and arithmetic between the first and second time through a grade. For these reasons, it seems that much of the retardation caused by the policy of failing pupils is not justified.

3187. **Calhoun, James Bumpass.** Probable causes of elimination of high school students, Haywood county, Tenn. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 39 p. ms.

3188. **Coll, Marcella.** Retardation in Western junior high school. [1930.] Western junior high school, Louisville, Ky. 8 p. ms.

The greatest amount of retardation was found in the 7-B grade.

3189. **Cooke, Dennis H.** A study of age-grade distribution in the Oxford orphanage school. Master's thesis, 1930. Duke university, Durham, N. C.

Survey of age-grade conditions in the Oxford school; including report of a completed experiment in giving special promotions to certain students.

3190. **Cuff, Noel B.** The problem of elimination from college. *School and society*, 30: 550-52, October 19, 1929.

The list of 292 freshmen entering the Eastern Kentucky state teachers college in September 1928 has been checked and lists of those eliminated and of those retained have been compiled in an attempt to discover reasons for the elimination of freshmen at the school. The question of elimination is related to such problems as admission requirements, offerings, and orientation courses.

3191. **Fowler, Charles Aylmer, jr.** A study of retardation in the Portland (Oregon) elementary schools. Master's thesis, 1929. University of Oregon, Eugene. 35 p. ms.

Causes of retardation in 73 elementary schools of Portland, Oreg., were studied in relation to age groups.

3192. **Gary, Ind. Public schools.** Age-grade study, grades 1-12. May 1930. 80 p.

3193. **Greene, Charles E.** Age-grade survey. 1930. Public schools, Denver, Colo. 4 p. ms.

An age-grade survey of all Denver school children as of September 1, 1929. Findings: Entering pupils of September 1929 are on the average two to three months younger than entering pupils were in September 1924.

3194. ——— The continuity study—third report. 1930. Public schools, Denver, Colo. 19 p. ms.

A third report in a three-year study of junior high school pupils. Findings: Drop-out is serious—25 per cent in one year.

3195. **Grover, C. C.** Age-grade study in the elementary schools, spring semester, 1930. May 1930. Public schools, Oakland, Calif. 7 p. ms.

3196. Gunkel, William Justus. A study of elimination and retardation in the Crawfordsville high school. Master's thesis, 1929. Indiana university. Bloomington. 86 p. ms.

3197. Hand, Joseph Spurgeon. Causes of retardation in the elementary grades of Graceville, Fla. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 87 p. ms.

Factors affecting retardation in grades 2-8, inclusive, of Graceville, Fla. Causes were low IQ, moving, physical defects, bad health, distance from school, accidents, etc.

3198. Harms, E. L. A study of elimination of students from the Augusta, Kans. high school for the years 1923-1929. Master's thesis, 1930. University of Kansas, Lawrence.

3199. Hawaii. Department of public instruction. Repeaters in the public schools. 1930. Honolulu. 11 p. ms. (Bulletin no. 8)

For the past three years the Department of public instruction has been engaged in a program of pupil grouping and curriculum adjustment, designed to eliminate so far as possible the necessity of requiring pupils to "repeat." Figures are given setting forth the facts regarding "repeaters" by grades and by supervising districts, as of January 1927, 1929 and 1930.

3200. Houck, M. E. Causes of retardation in school. Master's thesis, 1929. Pennsylvania state college, State College.

A study of the schools of Berwick, Pa., of which the author is superintendent. Analyzes promotion data to locate causes of failure. By far the most significant part of the study is an experimental study of the effect of practice teaching by students of Bloomsburg normal school. This was a controlled experiment involving 218 pupils, carefully paired for learning ability. Results were measured by change of educational age on Stanford achievement test. Difference in favor of the group taught by practice teachers was 2.33, which is 2.725 times its standard deviation. Chances are, therefore, 306 to 1 against reversal.

3201. Kalamazoo, Mich. Public schools. Department of research. Annual age-grade report, 1929. 12 p. ms. (Bulletin no. 78)

This bulletin presents the tabulated data for the annual age-grade survey for the 12 years of elementary and high school work. Kalamazoo operates on a 6-3-3 plan. For this report 9,649 ages were tabulated.

3202. ——— Study of junior high drop-outs. 1930. 6 p. ms. (Bulletin no. 82).

In this study approximately 60 per cent of the reasons given for leaving school indicated that an adjustment could have been made.

3203. Kline, Elias J. The junior high school and changes in curve of elimination. 1930. University of Pennsylvania, Philadelphia. 9 p. ms. In Schoolmen's week proceedings, University of Pennsylvania, 1930.

3204. Lancaster, Pa. Public schools. School progress and elimination. November 1929. 10 p. ms.

Degrees of under-ageness and over-ageness of every 1,000 pupils included in this study: 22 are under-age two years; 141 are under-age one year; 657 are normal; 140 are over-age one year; 27 are over-age two years; 10 are over-age three years; three are over-age more than three years.

3205. Lantz, Beatrice. A report on the condition of acceleration and retardation of students. 1930. Public schools, Ventura, Calif. 17 p. ms. (Diagrams.)

3206. Lucky, Lewis Bridger. An analysis of various methods of calculating retardation in the elementary grades. Master's thesis, 1929. University of Texas, Austin.

3207. Magee, Maurice. Retardation and elimination in the public schools of Tulsa, Okla. Master's thesis, 1929. University of Colorado, Boulder. 52 p. ms.

Five thousand six hundred ninety-seven children, ages 14 to 17 years, were studied. Thirty-nine per cent were retarded. In the city 732 children were permanently withdrawn. Relation between retardation and elimination is studied. Findings: Non-school

group has average retardation 2.48 years; correlation of IQ and number of years retarded — .72; only slight sex difference was found. Five hundred forty retarded children of seventh grade show correlation between IQ and number of years retarded of — .61. Elimination from school is the culmination of a series of failures resulting from inability to do school work.

3208. Maryland. State department of education. Age-grade conditions in Maryland county colored schools as of November 1929. 12 p. ms.

From this study it was found that in the colored elementary schools of every county in the State there were proportionately fewer over-age girls than boys. For the State as a whole, 38.1 per cent of the elementary boys and 31.0 per cent of the girls were over-age for their grades. In the high schools the corresponding percentages were 33.9 and 32.7.

3209. ——— Over-age pupils in Maryland county white schools, November 1929. Baltimore, Maryland state department of education, June 1930. 32 p. (Maryland school bulletin, vol. 2, no. 6).

A study of over-age pupils; change in method of recording age; survival to higher grades; plans for case studies of pupils failing. No great improvement was shown in reduction of over-age pupils except in a few counties which had a large percentage over-age two years ago.

3210. Miller, Joseph R. Causes of elimination in junior high schools of Huntington, W. Va. Master's thesis (1930). Ohio state university, Columbus. 80 p. ms.

A study of 879 cases in five schools over a three-year period.

3211. Morton, Walter Pinckney. An analysis of Moore county, N. C., high school eliminations. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 107 p. ms.

3212. Overman, Charles Ernest. Holding power of the junior and four-year high schools of San Francisco. Master's thesis, 1929. University of California, Berkeley. 32 p. ms.

A comparison of the four-year and junior high schools of San Francisco as to their holding power on ninth grade pupils. This holding power is taken as the extent to which the school holds pupils after they have reached the compulsory age of 16. It was found that the junior high schools hold a much greater portion of their ninth grade pupils than do the four-year high schools.

3213. Palmer, Emily G. Pupils who leave school. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. Berkeley, Calif., University of California, 1930. 142 p. (Division of vocational education of the University of California and of the State department of education, Bulletin no. 24. Part-time education series, no. 17).

Data were secured concerning 220 pupils of the Oakland schools. From an impartial study of the 220 pupils as it was possible to make, the home conditions proved to be at least equally responsible with the school for the elimination which occurred.

3214. Philadelphia, Pa. Board of public education. Division of educational research. Age-grade survey. 45 p. (Bulletin 146, February 1930)

A biennial survey of the age-grade status of pupils in the Philadelphia public school system. It was found that of every 10 pupils enrolled in regular classes, six are of normal age for grade, three are over-age, and one is under-age. The proportion of under-age pupils in 1929 increased 20 per cent over 1927, while the proportion of over-age pupils in 1929 decreased more than 10 per cent from 1927. Improvement over 1927 represents a saving of 4,600 pupil instruction years.

3215. Portland elementary principals' association. Report of retardation committee. In its First yearbook, 1930. p. 90-102.

A list of retarded pupils with the amount each was retarded, was prepared for each of the elementary schools of Portland. A list of possible causes of retardation was prepared and studied by the committee. Teachers were given the names of the retarded children in their classes with the request that they check the causes that fit individual cases. The study has resulted in a drive on failures.

3216. **Raby, Ruth Benson.** The progress in educational ages of the 6-B, 7-A, 7-B classes over a period of one year. Master's thesis, 1929. New York university, New York, N. Y. 52 p.

3217. **Riggio, Hyacinth.** A study of fourth and fifth grade boys of public school 172 in Manhattan to determine the factors influencing retardation. Master's thesis, 1930. New York university, New York, N. Y. 99 p. ms.

3218. **Roberts, Mary E.** Elimination from the public secondary schools of New Jersey, 1925-1929. Doctor's thesis, 1930. University of Pennsylvania, Philadelphia. Philadelphia, 1930. 251 p.

A study of elimination in the public high schools of New Jersey for the years 1925-1926 and 1926-1927 and the intervening summer.

3219. **Robinson, Carl L.** Factors which influence age-grade distribution. Master's thesis, 1930. University of Chicago, Chicago, Ill.

A study of the association of intelligence, attendance, number of schools attended, kindergarten training, nationality, home language, economic status, age of entering, and occupation of parent to acceleration, retardation and to elimination from school before reaching high school.

3220. **San Francisco, Calif. Public schools.** Department of educational research and service. Acceleration and retardation. August 1, 1930. 17 p. ms. (Bulletin no. 17) (Diagrams).

A comparison of 1929-1930 with 1928-1929.

3221. ———— An achievement survey of the Francisco junior high school of San Francisco. 1929. 11 p. ms. (Bulletin no. 10)

From this survey it was found that nearly 70 per cent of the pupils of Francisco junior high school are over-age for their grade, 38 per cent being more than one year over-age.

3222. ———— Pupil progress through the grades as shown by age-grade distribution. 1929. 43 p. (Bulletin no. 6)

3223. **Santa Monica, Calif. City schools.** Department of research. Preliminary classification survey. 1929. 26 p. ms.

A study of age-grade distribution, yielding facts concerning retardation and acceleration; race distribution, and a study of newly entering pupils. In age-grade distribution for all elementary schools 58.7 per cent of all pupils are found at-age; 21.3 per cent are retarded; and 18.2 per cent are accelerated. In junior high schools 58.7 per cent are at-age; 23.1 per cent are retarded; while 18.2 per cent are accelerated. Racial distribution for all schools was as follows: white, 87.8 per cent; Mexican, 7.7 per cent; colored, 2.3 per cent; Japanese, 2.1 per cent; and Chinese, 0.1 per cent. Considering the distribution of newly entering pupils, 1,003 pupils out of a total enrollment of 5,873 were found to be just entering Santa Monica city schools. This means that 17.1 per cent of all enrollments were new entrants.

3224. **Sickles, Fannie C.** Experimental study of three groups of retarded children. Master's thesis, 1929. New York university, New York, N. Y. 84 p.

3225. **Thompson, J. L.** A study of special over-aged class growth. 1930. Public schools, Newburgh, N. Y. 1 p. ms.

3226. **Tingum, O. David.** A study of age-grade distribution in North Dakota to determine acceleration and retardation. 1930 University of North Dakota, University.

3227. **Trapp, Mrs. Irene Adams.** A study in retardation in the common school districts of Brown county, Tex. Master's thesis, 1929. University of Texas, Austin.

3228. **Walton, Owen McKinley.** The causes of absence and elimination in the church school. Master's thesis, 1929. Northwestern university, Evanston, Ill.

3229. **White, Joseph B.** A case study of pupils who leave high school in Hampton county, S. C. 1930. Duke university, Durham, N. C.

An effort to determine the causes of elimination from high school through a case study of individual pupils with recommendations as to remedies.

3230. Whytock, N. B. and Fritch, C. Lorene. Age-grade classification of pupils. 1930. Public schools, Glendale, Calif. 8 p. ms.

See also 733, 1129, 1840, 1862, 1947, 2144, 2153, 2490, 2876, 4286, 4392, and under Subnormal children.

#### STUDENT SELF-GOVERNMENT

3231. Fly, Murry Henderson. Student cooperation in school government. Master's thesis, 1929. University of Texas, Austin.

3232. Haltiwanger, B. S. Pupil participation in the government of the Richard J. Reynolds high school, Winston-Salem. [1930] Duke university, Durham, N. C.

A study of the problems and conditions leading to the introduction of student government in the Richard J. Reynolds high school; an analysis and evaluation of the present organization of student government, pointing out defects and recommending remedies.

3233. Hayden, F. S. Student councils in California high schools. California quarterly of secondary education, 5: 266-69, April 1930.

A study was made of answers to a questionnaire on student councils received from 80 high schools in California. Data indicate that the student council is a very valuable part of the modern high school equipment.

3234. Margeson, A. E. (*Phelps, N. Y.*) Modern methods for securing students' participation in self-government. [1930]

3235. Martin, Ralph. Student participation in the government of an elementary school. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 60 p. ms.

3236. Mathews, C. O., *chairman*. Report of a faculty committee on the honor system at Ohio Wesleyan university. 1930. Ohio Wesleyan university, Delaware. 110 p. ms.

Report comprises an objective study of student and faculty attitudes toward honesty utilizing the C. E. I. provocations technique employed by May and Hartshorne; a study of local conditions through confidential personal interviews and a questionnaire to the faculty; conclusions and recommendations, and an annotated bibliography to books and periodical literature.

3237. Mayberry, Burt A. A study of high school pupils to determine the effect of student council participation on the formation of certain habits of citizenship. Master's thesis, 1930. University of Kansas, Lawrence.

3238. Morgan, A. L. Pupil participation in school control. Peabody journal of education, 7: 264-68, March 1930.

Explains the part shared by the pupils in the conduct of the Dick Dowling junior high school, Beaumont, Texas, for the past five years.

3239. Russell, E. D. How shall our schools be governed? Nation's schools, 6: 41-46, August 1930.

Determines the status of the schools of the Northwest with respect to the form of government under which they operate. 318 schools, ranging in attendance from 17 to 2,440 are included in the investigation. 173 schools reported a student council, 145 have none.

#### TEXTBOOKS

3240. Alabama education association. Shall Alabama provide free textbooks? Alabama school journal, 47: 3, January 1930.

3241. Davis, Percy B. State publication of textbooks in California. Doctor's thesis, 1930. University of California, Berkeley. Berkeley, California society of secondary education, 1930. 91 p.

A consideration of the educational and financial aspects of state publication of basal elementary textbooks in California. Findings: The existence of any financial saving to the State of California resulting from the state publication of textbooks is doubtful; the

total cost of textbooks is relatively insignificant; the possibility of comparatively slight financial savings should not be permitted to curtail an ample, regular, and unrestricted supply to the school of the best modern books produced; the policy of state printing operates in this State to curtail such a supply; and for these reasons state publication of textbooks in California can not be defended upon financial or educational grounds.

3242. **Idaho. State board of education.** Textbooks now in use in the Idaho high schools. 1929. Boise, Idaho. 9 p. ms.

3243. **Mississippi education association.** State publication and printing of textbooks. Jackson, 1929. 32 p.

A study of state printing in California, Kansas, and Ontario. Recommends that the Mississippi education association should go definitely on record as being opposed to state printing of elementary or any other kind of school textbooks.

3244. **Travis, Chester Earl.** The reliability of a score card in judging basic textbooks. Master's thesis, 1929. University of Colorado, Boulder. 22 p. ms.

Two groups rated 12 different kinds of mathematics texts with and without a score card. Higher ratings were given without the use of a score card. First and second ratings differed. Score card was more reliable judgment of merits of texts.

3245. **Whipple, Guy M.** The selection of textbooks. American school board journal, 80: 51-53, 158, May 1930.

A study of the selection of textbooks from the standpoint of: uniformity, state selection, state adoption, criteria of selection, advantages and dangers of teaching aids, reputation versus intrinsic merit, prejudices and fads, copyright date, use of score cards, teacher's aid in selection, and the number of textbooks to be selected.

### SCHOOL BUILDINGS AND EQUIPMENT

3246. **Anderson, Beatrice.** The seating of kindergarten children. American school board journal, 81: 64-65, July 1930.

A study was made of kindergarten children in Los Angeles to determine the various height chairs that would be correct for them. A new type of chair was designed to eliminate the defects of the old types of chair and make it possible for children to unconsciously assume the correct positions while sitting.

3247. **Banning, Frank J.** Results of recent school building programs, Lake county, Florida. Master's thesis, 1930. Ohio state university, Columbus. 178 p. ms.

From this study a great tangible waste was found amounting to about 12.5 per cent of the total cost of school plants in Florida each year as well as the health and educational disadvantages inflicted upon children by unfit buildings.

3248. **Barrows, Alice.** Changing conceptions of the school-building problem. Washington, United States Government printing office, 1929. 20 p. (U. S. Bureau of education. Bulletin, 1929, no. 20)

Advance sheets from the Biennial survey of education in the United States, 1926-1928.

3249. ——— School building survey and program for Mount Vernon, New York. Mount Vernon, N. Y., Board of education [1929] 57 p.

A survey made by the United States Office of education at the request of the Board of education of Mt. Vernon, N. Y.

3250. **Bennett, Luther J.** Crestline, Ohio, school building survey. 1929. Ohio Wesleyan university, Delaware. 82 p. ms.

This study includes a quality survey of plant; quantitative (utilization) survey of plant; population trends; financial status and possibilities; and recommendations. Findings: Old grade building is unsatisfactory for use; high school is badly crowded, and not providing facilities for modern high school curriculum; financial ability is abundant; recommendation is made for a \$255,000.00 high school building.

3251. **Berry, Charles Mark.** A survey of 22 high school buildings in Texas. Master's thesis, 1929. Baylor university, Waco, Texas. 190 p. ms.

3252. **Beveridge, Eleanor McNary.** Residence halls for women in coeducational state universities. Master's thesis, 1930. New York university, New York, N. Y.

3253. Braught, E. O. Supplying equipment to schools that are participating in Ohio's educational equalization fund. Master's thesis, 1930. Ohio state university, Columbus. 79 p. ms.

3254. Burdette, Lillian Shack. Standard equipment of elementary classrooms. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 119 p. ms.

3255. Butler, Leslie A. Are your pupils comfortably seated? *Nation's schools*, 5: 63-66, June 1930.

A survey was made of the seating facilities in the schools of Grand Rapids, Mich. More than 14,000 sittings in the elementary schools were considered in the survey.

3256. Carpenter, W. W. An elementary school building program for Jefferson City, Mo. Columbia, Mo., University of Missouri, 1929. 82 p. (*University of Missouri bulletin*, vol. 30, no. 41, November 1, 1929. Education series, no. 30)

The purpose of this school survey was to plan for the future educational needs of the city as well as to determine its immediate needs.

3257. Caswell, Hollis L. School surveys and their influence on building problems. *Nation's schools*. 5: 66-71, April 1930.

Gives some of the changes that school surveys have brought about in the construction of modern schools that protect the lives and health of the pupils.

3258. Cobaugh, Bruce. The portable equipment of the high school stage. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. *University of Pittsburgh bulletin*, 27: 243-44, November 1930. (Abstract)

3259. Credle, William Frontis. The Julius Rosenwald fund school building program in North Carolina. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 152 p. ms.

Gives the background and history of the Julius Rosenwald fund in North Carolina.

3260. Cushman, C. L. A study of the school building needs of Oklahoma City. 1929. Oklahoma City, Okla. ms.

3261. Davis, Mary Dabney and Heing, Christine M. Housing and equipping the Washington child research center. Washington, United States Government printing office, 1930. 7 p. (U. S. Office of education. Pamphlet, no. 13. Reprint from *School Life*, December 1929, and January 1930.)

Part 1 deals with selecting a site and reconstructing the house; Part 2 with purchasing and constructing nursery school equipment.

3262. Denver, Colo. Public schools. Department of research. Telephone service in Denver schools. 1929-1930.

A study of the lines and phones in Denver schools together with recommendations for changes to meet an improved standard.

3263. Diener, U. E. Building survey of Van Wert city schools. Master's thesis, 1930. Ohio state university, Columbus. 100 p. ms.

Findings: Mixed type of organization was found with buildings poorly arranged (either a modern six-six or six-three-three plan, but an adequate financial situation was found to easily provide the proper building arrangements to house the six-three-three plan.

3264. Donovan, John J. Classroom standards of leading school architects and school construction specialists. *American school board journal*, 79: 50-51, August 1929.

3265. Dresslar, Fletcher B. and Southerland, B. H. The orientation of classrooms of school buildings. *Peabody journal of education*, 7: 3-12, July 1929.

This study provides definite data on the control of the amount of direct sunlight which will enter a schoolroom. A model schoolroom was built and set up on the flat roof of one of the buildings of George Peabody college for teachers and data collected for every

hour of the school day during the period from November to April. The authors hoped to find the orientation which would give the best indirect light during school hours and the greatest amount of direct sunlight before and after school hours in a school located in latitude 36° 10' north. The preference of orientation is west, east, southwest, southeast, and south.

3266. **Edwards, Walter A.** Utilization of the instructional rooms of the first four grades of the elementary schools of Dayton, Columbus, and Marion, Ohio. Master's thesis, 1929. Ohio state university, Columbus. 140 p. ms.

Findings: When 15 square feet were used as the amount of classroom floor area to be provided per pupil the average school in this study was using 70 per cent of the classroom floor space.

3267. **Bells, Walter Crosby.** Are your school names an asset? *Nation's schools*, 5: 35-38, March 1930.

An analysis was made of the names by which the public schools are known in the 68 largest cities in the country. The author feels that by giving schools meaningless names, school children are deprived of the influence and inspiration which they might derive from attending schools named for the great men of America.

3268. **Engelhardt, N. L.** A statewide analysis of new school-building construction. *American school board journal*, 80: 51-52, June 1930.

This article describes a statewide review of recent school buildings constructed within the boundaries of a state, based upon what the school administrators of the state considered their best buildings. An analysis of the outstanding faults in the plans of these buildings does not show a tendency to err in any one particular field.

3269. **Essex, Don L.** Bonding vs. pay-as-you-go in the financing of school buildings. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y.

Data show that neither bonding nor pay-as-you-go adheres to the principles established under all circumstances; each is fair and just under certain conditions and unfair and unjust under other conditions. The author suggests the combined use of the two methods noting long time trends, and the value of the dollar. He suggests that with a carefully planned long-term budgeted program of all municipal improvements, the pay-as-you-go plan may be used in full or in part with little or no increase in taxation.

3270. **Ewart, Joseph A.** Ventilation viewpoints. Stamford standards and methods of approach. *American school board journal*, 80: 49-51, March 1930.

A study was made of the ventilation systems in use in Stamford, Conn., during the last ten years.

3271. **Farley, E. S.** A survey of the building needs of Newark and a ten year building program. 1930. Public schools, Newark, N. J. 75 p. ms.

A study of population trends, inventory of present buildings and estimate of building needs for ten years; shows shifts of urban population that affect a ten year building program.

3272. **Foote, John M.** The school building needs of Iberville Parish. Baton Rouge, La., Louisiana state department of education, 1930. 32 p. (Bulletin no. 170, January 1930.)

Covers all school buildings in Iberville Parish and their needs. Recommends new buildings, repairs, and additions for all schools.

3273. **Gosling, Thomas W.** The school plant: the cost of maintenance. *American school board journal*, 80: 68, 132, May 1930.

A study was made of the percentage distribution of the various items of maintenance of the school plant for 27 cities over 100,000 population for the school year 1925-1926.

3274. **Grant, Nell May.** Hand-washing facilities and their utilization in the elementary schools of Los Angeles. Master's thesis, 1930. University of Southern California, Los Angeles. ms.

3275. **Green, Rhue E.** The office suite of the high-school principal. *American school board journal*, 80: 70-71, 153, 154, January 1930.

A study was made of office equipment, furniture, and rooms of 185 high schools included in the territory of the North central association of secondary schools and colleges, in an attempt to determine the most desirable set-up for the administrative offices.

\*3276. **Hamon, Ray L.** Utilization of college instruction rooms. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. Nashville, Tenn., 1930. 99 p.

Complete data were collected on 1,393 instruction rooms in 22 colleges located in the Middle West, New England, the South and the metropolitan area of New York City. The one-hour period and the full college week were used as units of utilization measurement. Conclusions: Recitation and lecture rooms were used more during the periods before lunch, and laboratories were used slightly more during the four periods following lunch. Teachers colleges showed a higher utilization than liberal arts colleges, engineering colleges and state universities.

3277. **Hill, Andrew P., jr.** School building surveys of Alhambra Union high school, Anaheim, Calaveras River Union district, California school for the deaf, Livermore Union high school district, Monterey Union high school district, Pierce joint union high school district, San Dimas school district, San Joaquin, San Mateo, Somis, Sunnydale, Telegraph-Elliott district, Tulare, Vallejo, Walnut Creek, Washington Union high school district, and Woodland district. Sacramento, California state department of education, 1930. (18 surveys in manuscript form)

3278. ——— Sanitary fixtures in public schools, Sacramento, California state department of education [1930] 19 p. (Bulletin K-1)

3279. ——— The type, design, installation and care of blackboards. Sacramento, California state department of education, 1930. 11 p. (Bulletin K-3)

3280. **Hill, George M.** Practices in the maintenance of school plants and supplies in third-class districts of Western Pennsylvania. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. 92 p. ms.

3281. **Holmes, Warren S.** A survey of state school-building codes. American school board journal, 79: 56, 118, September 1929.

In a study of state building codes, it was found that only 22 states assert legal control over the construction of their school buildings.

3282. **Holy, T. C.** School building survey for Springfield, Ohio. 1930. Ohio state university, Columbus. 170 p. ms.

3283. ——— School building survey of Delaware, Ohio. 1929. Ohio state university, Columbus. 53 p. ms.

3284. **Hubbard, Frank W.** The elementary-school office. American school board journal, 79: 57-58, October 1929.

A study was made of 11 floor plans of offices in schools with 12 or more rooms.

3285. **Hughes, W. Hardin.** Population, growth, and school building facilities. Pasadena, Calif., Public schools, 1930. (Monograph, no. 4)

3286. **Indiana.** Department of public instruction. Educative equipment for modern schools. Indianapolis, 1929. 32 p. (Its Bulletin no. 108)

3287. ——— Indiana school standards with instructions for scoring. Indianapolis, 1930. (Supplement to bulletin no. 100 rev.)

3288. **Jones, H. A.** The status of equipment in athletic, health, and physical-education departments of 100 high schools in the United States. School review, 38: 55-60, January 1930.

Data for this study were secured by means of an extensive questionnaire. In most cases the information was supplied by the athletic director of the school. High schools in 27 states are represented. It appears that considerable improvement must be made before the equipment of the high schools studied measures up to the standard set by authorities in this field.

3289. **Kulp, Claude C.** Building requisites for the junior high school population of Ithaca, N. Y. Master's thesis, 1930. Cornell university, Ithaca, N. Y. 165 p. ms.

Gives complete building plans and site suggestions for a junior high school in a city of 20,000 with especial reference to the local situation.

3290. **Lee, Albert E.** School room beautification and its influence on pupil morale. 1930. Duke university, Durham, N. C.

Determination of standards of aesthetic arrangement and decoration of school rooms and school grounds, and an evaluation of their influence on the character and habits of pupils.

3291. **McPheeters, A. A.** A proposed junior high school building program for Lexington, Ky. Master's thesis, 1930. University of Cincinnati, Cincinnati, Ohio. 75 p. ms.

The Lexington school plant has been investigated and such recommendations made as will enable the administration to plan most effectively and to carry out most economically the Lexington junior high school program for the next 20 years. The plans cover renovation, repair and minor alterations to existing buildings, purchase of sites and redistricting of junior high school pupils; and building program for white and colored schools.

3292. **Miner, C. P.** Errors in school building planning. Master's thesis, 1930. University of Iowa, Iowa City. 112 p. ms.

3293. **Moshman, Arthur B.** When remodeling is profitable. *Nation's schools*, 4: 43-51, November 1929.

A study was made of the Holbrook elementary school with a view to remodeling it. After an exhaustive study, the building was redesigned and reconstructed so that it meets the needs of the present educational plan as well as though a new building had been built.

3294. **Morrison, J. Cayce.** Report of a survey of school building needs of Illinois and adjacent territory. 1930. State department of education, Albany, N. Y.

Takes up the school building needs of the village of Illon and of all districts which send pupils to the Illon high school.

3295. **Mott, Paul William.** The problem of water and equipment in the high school. Master's thesis, 1930. Stanford university, Stanford University, Calif.

3296. **Murray, George S.** Accounting for depreciation of school buildings. Master's thesis, 1930. New York university, New York, N. Y. 80 p. ms.

Findings: Industrial corporations recognize force of depreciation and provide for it. Municipalities are coming to realize that depreciation is one of the costs of government which must be provided for. Principles of depreciation of school buildings are set up and a technique proposed for the computation of the depreciation allowance. This includes a score card for estimating the useful economic life of school buildings and a formula for calculating the depreciation allowance.

3297. **Pittenger, Benjamin F., Marberry, James O., and Shelby, T. H.** Construction and reorganization proposed for Galveston public schools. 1929. University of Texas, Austin. (University of Texas bulletin, no. 2943)

3298. **Proctor, Arthur M.** Safeguarding the school board's purchase of architects' working drawings. Doctor's thesis [1930] Teachers college, Columbia university, New York, N. Y.

A study was made of 110 sets of working drawings of school buildings erected in Missouri. It was found that a complete set of working drawings should contain plot plan; floor plans; elevation plans of all exteriors of the building; section plans; framing plans for steel and concrete construction; large scale detail drawings; electrical installation plans; plumbing plans; heating and ventilation plans. For the use of a state department of education, requirements for working drawings have been set forth in the form of a code. The study shows that standards need to be established and enforced by legal sanction. Use of the techniques should result in more economical investments in school plants through clarification of working drawings and the consequent elimination of extras and the contractor's contingency additions to his proposals.

3299. **Reese, L. W.** How to choose the site for the new city school. *Nation's schools*, 4: 63-71, December 1929.

By use of questionnaires, personal interviews, the study of score cards, and research over a period of years a score card was developed which is valuable in the selection of a site for a new city school.

3300. Rogers, Don C. Chicago public school building program. 1930. Board of Education, Chicago, Ill. 44 p. ms.

3301. Sailor, Christian Frank. How long do school buildings last: a historical study. Master's thesis, 1930. New York university, New York, N. Y.

3302. Schmidt, H. W. Sanitary conveniences in schools. American school board journal, 80: 53-56, 162, 164, 166, January 1930.

Data were secured from 68 schools of various kinds and sizes in Wisconsin, on the physical conditions and equipment of the sanitary conveniences of the schools, and on the actual use made of the equipment.

3303. Serson, Anson Van L. A suggested method for determining the housing requirements of union free school districts of New York. Master's thesis [1930] Cornell university, Ithaca, N. Y.

A comparatively accurate method of determining housing requirements is worked out. The number of schools is small, but the method should prove useful to principals.

3304. Smith, Harry P. Board of education report. A ten-year school building program for Syracuse, N. Y., 1930-1940. Syracuse, N. Y., Public schools, 1930. 107 p.

3305. Smith, James H. Legal limitations on bonds and taxation for public school buildings. Doctor's thesis [1930] Teachers college, Columbia university, New York, N. Y.

Limitations on school indebtedness were obtained from: state constitutions; school laws of the states; and compiled statutes of the states. Effects of limitations on school indebtedness on school building programs of various cities were found in recent surveys of the school systems of those cities. Findings: Forty-seven states have limitations ranging from 2 per cent to 20 per cent of assessed valuation of all taxable property; seven per cent to ten per cent is considered a conservative limitation by authorities. Most states require a popular vote to authorize a bond issue. Serial bonds are preferable to sinking fund or straight term bonds. Most states limit maximum number of years for which bonds will be issued; maximum interest rate varies from five per cent to eight per cent; 35 states require that no school bonds be sold below par. Provisions for school bonds should be elastic to care for varying needs of different types of cities.

3306. Smith, Vivian T. Published opinion on school ventilation. American school board journal, 81: 53-54, 142, July; 51-52, September 1930.

Research in the field is summarized and a comprehensive bibliography is included.

3307. Spear, Roy D. A study of pupil-station and room utilization of classrooms of 14 high schools located in Lyon and Wabaunsee counties. Master's thesis, 1930 University of Kansas, Lawrence.

3308. Spohn, A. L. Trends in space provisions in plans for high school buildings. School review, 38: 33-50, January 1930.

The purpose of the study was to show by data collected from the three periods centering about the years 1907, 1917, and 1927 changes and trends in space provisions in plans for high school buildings over a period of 20 years. Twenty-four building plans for each period were studied. Of the 376 kinds of space provisions only 20 kinds were found in more than 50 per cent of the plans. The great variety of provisions found in the plans for 1927 indicated the growing diversity of the offerings of the modern secondary school curriculum and the diversity of local interests and needs.

3309. Stetson, Paul C. Dayton school building program. American school board journal, 79: 56-64, July 1929.

3310. Timlin, Irvin A. A survey of Pittsburgh high school buildings with its educational implications. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. University of Pittsburgh bulletin, 27: 397-98, November 1930. (Abstract)

3311. Underhill, P. H. Beautification of school buildings and plants. Master's thesis, 1929. Ohio state university, Columbus. 171 p. ms.

Deals with the beautification of schools by landscaping. Contains a study of costs, a score card on this subject, and illustrations of typical buildings. Findings: Costs in beautification of school buildings are too variable for common measurement.

3312. **United States. Office of education.** Report on the school building needs and school finances of Arlington county, Virginia. 1930. 20 p. ms.

This investigation was made by Frank M. Phillips and W. S. Deffenbaugh of the U. S. Office of education.

3313. **Unrich, Flora.** The standardization of school equipment. Master's thesis, 1930. University of Cincinnati, Cincinnati, Ohio. 354 p. ms.

Four phases of standardization of school equipment were considered: meaning and development of standardization; prevailing extent of standardization; procedure employed in the development and establishment of standard lists; and a comparative study of standard lists based upon an analysis and tabulation of procured lists. It is impossible to draw definite and comprehensive conclusions because of the newness of the field and the meagerness of authentic data. There is a marked tendency in the direction of standardization of school equipment. Numerous recommendations which may be of special significance to administrative officials are made in the last chapter.

3314. **Vincent, Joseph Johnson.** The cost of elementary school buildings in Texas. Master's thesis, 1929. University of Texas, Austin.

3315. **Wagar, Garton K.** A study of industrial arts shop equipment for teacher training purposes. Master's thesis, 1929. New York university, New York, N. Y. 64 p.

3316. **Wetzel, B. C.** Architectural problems met in a reconstruction project. Education's schools, 4: 51-64, November 1929.

The architect includes the floor plans of the old Holbrook school at Hamtramck, Mich., with the plans for the building as remodeled after exhaustive study.

3317. **Winters, Arthur E.** Study of the trend in gymnasium construction. Master's thesis, 1930. New York university, New York, N. Y.

3318. **Woodward, Harry Reuben.** Public high school dormitories in western states. Master's thesis, 1930. Stanford university, Stanford University, Calif.

3319. **Worcester, Mass.** School department. School building program, 1923-1928. 1929. 93 p.

3320. **Young, George K.** A study of pupil capacity of elementary school buildings existing in Pittsburgh in 1930. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. University of Pittsburgh bulletin, 27: 413-14, November 1930. (Abstract)

3321. **Younger, William Henry.** A study of space provisions in 64 high school building plans. Master's thesis, 1929. University of Texas, Austin.

See also 13, 249, 721, 1977.

#### JANITORIAL SERVICE

3322. **Adkisson, B. W.** Training of public school janitor engineers. In National association of public school business officials. Proceedings, 1930. Trenton, N. J., Harrison press, Inc., 1930: p. 84-114.

Gives the results of a questionnaire study to find out the practices in city schools concerning the selection of janitor-engineers, evaluation of types of training, types of training in use, etc.

3323. **Ganders, Harry Stanley, and Reeves, Charles Everard.** [Status of the school janitor-engineer] American school board journal, 79: 49-50, 116, September; 85-86, 127-28, December 1929; 80; 53-54, 142, 144, February; 54, 44, April; 47-49, June 1930; 81: 47-48, August 1930.

This is a series of articles dealing with the present status, personal qualities, selection, promotion, tenure, dismissal, and training of school janitor-engineers, and the administration of janitorial-engineering service.

3324. **Hixson, Joseph H.** Fuel-saving practices and devices. Albany, University of the State of New York, 1930. 29 p. (University of the State of New York bulletin, no. 946, April 15, 1930)

3325. **Mustard, W. H.** A survey of the janitorial service of Ohio. Master's thesis, 1929. Ohio state university, Columbus. 99 p. ms.

Findings: Janitors have scarcely any preparation for their work. Their educational qualifications are of a meager type; they receive no training while in the service. About one-sixth of them are incapacitated by chronic diseases or physical deformities.

3326. **Nibecker, A. S.** A building and janitorial survey of the Los Angeles school buildings. *American school board journal*, 79: 56, 137-38, August 1930.

A survey of Los Angeles school buildings was made to secure data useful to the maintenance and architectural divisions of the business department, and for the purpose of verifying the janitor allowance at the various schools.

3327. **Winspear, Clara Marie.** Mechanical cleaning service in public schools of large American cities. Master's thesis, 1930. University of Cincinnati, Cincinnati, Ohio. 78 p. ms.

A study of accepted mechanical standards for mechanical cleaning systems as taken from manufacturer's files and literature on the subject, and 168 responses from a questionnaire study. The questions were objective and not theoretical. Findings: It was found that the central installed mechanical cleaning system is superior to other types; that high-volume low-vacuum low-horsepower plants have greater density of air and lower initial and maintenance costs, and that standard specifications and accurate installation of plants are necessary to their successful functioning.

### HEALTH EDUCATION AND SUPERVISION

3328. **Bartolomé, Candido.** Physical measurements of freshmen Filipino students in the University of the Philippines. *International Y. M. C. A. college* Springfield, Mass. 30 p.

The purpose of the study was to determine the stature of Filipino college students. The different races were separated into specific groups, and their differences taken in height, sitting height, weight, and lung capacity. In all about 430 men and 300 women were measured, from seven racial groups.

3329. **Bauer, E. A.** A study of the health and physical education program in smaller high schools of New York State. 1930. State department of education, Albany, N. Y. 17 p. ms.

A study of time schedules for hygiene and physical-education instruction; representative school hours, boys and girls; intramural activities; and physical directors.

3330. **Baylis, Louise.** A program of health and physical education for girls in the New York City high schools. Master's thesis, 1930. New York university, New York, N. Y. 80 p. ms.

3331. **Beard, J. Howard.** Decreasing sick rate noted among university students. *Nation's schools*, 4: 61-66, November 1929.

A five-year study of the sick rate of students at the University of Illinois indicates that there is not only diminished morbidity but also earlier attention is given to illness.

3332. **Bitgood, Paul.** Study of six years height and weight measurement of the Springfield public-school boys. 1930. *International Y. M. C. A. college* Springfield, Mass.

3333. **Bledsoe, Verda Mae.** The relation between defective physical condition and school progress; with special emphasis on dental defects. Master's thesis, 1930. University of Denver, Denver, Colo. 80 p. ms.

For this study the annual class physical-examination sheets made out by the school nurse and teachers for 400 children from grades 3B to 6A in the Maria Mitchell school of Denver during the first semester of 1927, were taken. These included a record of weight, height, eyes, ears, tonsils, mouth breathing and glands. In addition to these a record of the teeth of each child was taken from the yearly examination by the school dentist. The present investigation leads to the conclusion that there is very little relationship either between the physical defects in general and school progress as measured by promotion in school, or between dental defects as measured by the several criteria of the study.

3334. **Brenner, Margaret.** A course of study in health for the elementary school children of Manhattan, Kans., based on a survey of their health habits. Master's thesis, 1929. Kansas state agricultural college, Manhattan. 393 p.

3335. **Butsch, Russell L. G.** A comparative study of the effects of different types of school-building ventilation on the health of pupils. *Elementary school journal*, 30: 16-26, September 1929; 123-31; October 1929; 208-17, November 1929.

Various types of ventilation used were studied to evaluate the types by comparing relative amounts of absence due to respiratory illness among the pupils attending schools using different methods and to discover any other factors which may have a bearing on the results. Window-gravity system of ventilation was found to be the most desirable. It was found that differences between pupils in two types of ventilated rooms are not enough to account for any material part of the larger percentage of absence due to respiratory illness in pupils in mechanically ventilated rooms.

3336. **Cairns, Laura.** A scientific basis for health instruction in public schools. Berkeley, Calif., University of California press, 1929. p. 339-434. (University of California publications in education, vol. 2, no. 5)

A study to determine the proper content for health instruction in schools, and to examine in the light of the facts thus established, the health instruction given in public schools at the present time. Data were gathered from 17 high schools, 23 junior high schools, and 39 sixth grades in San Francisco, Oakland, Berkeley, and Richmond.

3337. **Clark, Grace.** A study of the physical growth of children, ages 6-17. Master's thesis, 1929. University of Iowa, Iowa City. 89 p. ms.

3338. **Clogston, E. B.** Health and scholarship in summer high school. *School review*, 37: 760-63, December 1929.

Conditions affecting the health and scholarship of pupils of the Garfield high school, Terre Haute, Ind., were studied during the 1929 summer term. Comparisons were worked out to determine the relation of the summer-school work to that of the regular sessions. One hundred and thirty-eight pupils were enrolled. Data indicate that the scholarship of pupils in the summer high school is equal or superior to that of pupils in the regular school sessions. The investigation points toward the conclusion that the summer school is more healthful, with a smaller percentage of absences on account of illness than the regular school sessions.

3339. **Coffin, H. J.** Constructing a course of eye hygiene. 1930. Western Reserve university, Cleveland, Ohio.

The pupils and their habits were studied; the pupils filled out a questionnaire concerning their activities out of school; the needs of partially sighted pupils were ascertained from teachers and physicians in order to construct a course in eye hygiene for grades 6 to 9.

3340. **Connor, W. L.** Dental clinics and mouth hygiene of pupils. 1929. Board of education, Cleveland, Ohio. (Bulletin, no. 1, July 1929; no. 20, December 1929)

3341. **Cooper, Robert James.** Factors determining health knowledge. Master's thesis, 1930. College of the City of New York, New York, N. Y. 57 p. ms.

A study of correlations and partial correlations involving National Intelligence score, Gates reading test score, score on health knowledge test and Burdick's test of home environment. Findings: Acquisition of health knowledge seems to vary more with mental age and reading ability than with home environment.

3342. **Davies, Mary B.** The specific gravity of the human body; an approach to the analysis of body weight into muscle, fat, and bone quotas. Master's thesis, 1930. Wellesley college, Wellesley, Mass. 43 p. ms.

One hundred college women, including a wide range of body type, were measured for specific gravity, height, weight, vital capacity, chest depth, diameter of wrists, and ankles, thickness of subcutaneous fat, and strength. Findings: Tissue ratio rather than skeletal size is of significance in the determination of specific gravity. Differences in body type and body weight tend to be characterized by corresponding differences in this ratio. The question is raised as to the advantages of conforming to the average in weight or height or weight for frame when this means, in general, merely the average of fat quota for height or frame.

3343. Davis, Dorothy. The effect of exercise on post-operative convalescence. Master's thesis, 1930. University of Wisconsin, Madison.

3344. Davis, Lillian B. Course of study—health education in elementary schools. Baltimore, Md., Public schools, 1930. 259 p.

A tentative course of study in health education resulting from experimental instruction given in Baltimore public schools during a period of two years, 1928-1930, under the guidance and supervision of the members of the health education committee.

3345. ——— Prevention of communicable diseases prepared for junior high school health education. 1930. Public schools, Baltimore, Md. 20 p. ms.

A report upon the development of a unit in health education for junior high schools, which contains a set of pretests, guide sheets and exploratory material.

3346. Dawson, Lillian B. Lunch room project. 1930. Elizabeth City normal school, Elizabeth City, N. C.

This project seeks to provide children with hot lunches.

3347. Denver, Colo. Public schools. Department of research. An outline of the program of health education and health guidance at Morey junior high school. 1930.

3348. ——— ——— ——— A study to determine the value of pupils both educationally and physically when dental defects are corrected. 1930.

Control and experimental groups were studied as to the number and severity of dental defects and educational and physical achievement measured. A three-year follow-up was made to determine the effect of improving these dental defects upon the health and educational achievement of the pupils.

3349. DeWeese, A. O. Health service in normal schools and teachers' colleges. Nation's schools, 4: 54-58, October 1929.

From a study of 50 teacher-training institutions scattered over the country in 33 different states, a set of standards in student health service for teacher-training institutions is recommended.

3350. Donald, Adolph M. Health education: a program for boys in the New York City high schools. Master's thesis, 1930. College of the City of New York, New York, N. Y. 203 p. ms.

Description and evaluation of the program by means of observation, questionnaire, interview and reference to the literature on the subject.

3351. Eastwood, Floyd Reed. A study of subject matter materials, and methods in health. Journal of educational sociology, 3: 536-45, May 1930.

Gives a summary of the health program as carried out in 18 metropolitan elementary schools.

3352. Evans, Arthur James. Health education through recreation. Master's thesis, 1929. University of Notre Dame, Notre Dame, Ind.

3353. Evans, H. G. Influence of hygienic instruction upon the health practices of students in Lyndhurst high school. Master's thesis, 1930. New York university, New York, N. Y.

3354. Foster, Josephine C. School records of illnesses at various ages. Journal of educational research, 20: 283-86, November 1929.

3355. Franzen, Raymond. Public health aspects of dental decay in children. New York city, American child health association, 1930. 121 p.

A comparative study of the mouths of 7,500 fifth and sixth grade children in 70 cities.

3356. Garrison, Arthur Emmett. A comparison of health habits and school achievement. Master's thesis, 1929. University of Kansas, Lawrence.

3357. Gemme, A. L. Comparison of corrective strengths in Springfield college freshmen and seniors. 1930. International Y. M. C. A. college, Springfield, Mass.

3358. **Gray, Louise F.** Reaction time with choice as an element of motor ability. Master's thesis, 1930. Wellesley college, Wellesley, Mass. 86 p. ms.

One hundred and twenty-five women students representing a wide range of motor ability as estimated by instructors were given tests of simple reaction time, reaction time with choice of four responses, and reaction with choice when two of the responses were "crossed." Findings: Reaction time with choice is significantly related to motor ability. The test used is reliable.

3359. **Greene, Charles E.** Experiment in nutrition for underweight pupils able to gain. [1930] Public schools, Denver, Colo. 8 p. ms.

Underweight pupils in three schools who were able to gain were selected and a careful program of feeding, home instruction, and nurse care was carried out. Gains justified a continuation of the experiment.

3360. **Guyer, R. J.** Study of Connecticut agricultural college physical measurements. 1930. International Y. M. C. A. college, Springfield, Mass.

3361. **Hayward, Myrtle.** Report of a study of school lunches for rural districts. Master's thesis, 1929. Teachers college, Columbia university, New York, N. Y. 61 p. ms.

3362. **Head, James Lloyd.** A study of the effect of cigarette smoking on the boys of Temple high school. Master's thesis, 1930. University of Texas, Austin.

3363. **Hood, Georgia Hannah.** Investigation of the physical examination records of a group of college students, as high school freshmen and college freshmen. Master's thesis, 1929. University of California, Berkeley. 28 p. ms.

An investigation of the health status of college freshman girls and their health status as high school freshmen, revealed by their physical record cards, in order to formulate definite immediate aims for a secondary school health program. Conclusions: (1) There should be adopted a uniform method of keeping records; (2) it would make data more valuable if the examiner had a more uniform idea of the degree of defectiveness; and (3) many students leave our secondary schools with preventable and remediable defects, and faulty health habits.

3364. **Horrall, A. H. and others.** Health course for elementary schools. 1930. School department, San Jose, Calif. 77 p. ms.

A health course outlined by grades from 1 to 6.

3365. **Hosman, Ione and Roberts, Lydia.** Nutrition study in consolidated schools in Nebraska. Master's thesis, 1929. University of Chicago, Chicago, Ill.

3366. **Ihsan, Guzin.** A study of the subcostal angle of 400 college women and its alleged relation to vital index, body type and motor and mental ability. Master's thesis, 1930. Wellesley college, Wellesley, Mass. 12 p. ms.

The sides and apex of the subcostal angle were marked with red dots, and measurements were made from photographs. Areas of the subcostal angles, an academic index, a vital index, and motor test scores were also obtained. The subcostal angle has no predictive value for motor, intellectual or social achievement, no correlation with the vital index, and virtually none with body type as measured by the ponderal index.

3367. **Illinois.** State department of public health. Division of child hygiene and public health nursing. Suggested outline for procedure in school nursing. Springfield, 1930. 42 p.

3368. **Indiana.** Department of public instruction. The health education and physical education program for Indiana high schools. Indianapolis, 1930. (Bulletin, no. 100F-s; supplement to bulletin no. 100F)

3369. **James, William Thomas.** A study of the expression of bodily posture. Doctor's thesis, 1929. Cornell university, Ithaca, N. Y.

3370. **Johnson, H. C.** Study of heart rate and blood pressure in junior high school boys. 1930. International Y. M. C. A. college, Springfield, Mass.

3371. Kalamazoo, Mich. Public schools. Department of research. Report of health survey no. 8 giving reasons for children being absent from school, 1930. 18 p. ms. (Bulletin no. 79)

An outstanding fact brought out by the survey is that infections of the upper respiratory tract, such as colds, sore throats, etc., were the cause of more absences in all of the departments than contagious diseases of childhood.

3372. Keal, Harry M. Health and scholarship. In Michigan schoolmasters' club. Journal, 1930. p. 244-49. (University of Michigan official publications, vol. 32, no. 8, July 25, 1930)

3373. Kelley, Elizabeth Cecelia. The organization of a health teaching program for high school girls. Master's thesis, 1929. New York university, New York, N. Y. 46 p.

3374. Kotsch, Hildreth L. The physical and medical examination of girls in California high schools. Master's thesis, 1930. University of California, Berkeley. 161 p. ms.

A study to determine the actual conditions existing in California high schools with regard to the physical and medical examination of girls. Findings: The physical and medical examination of girls in the 121 California high schools visited is in a state of development. No standards common to the schools of the state have been established. The whole matter appears to have been left to the individual school or school system to work out according to its own needs, facilities, and ideals.

3375. Kyte, George C. New Mexico state course of study in healthful living; grades 1 to 9. 1929. University of New Mexico, Albuquerque.

3376. Lensch, Dorothea. The measurement of general motor ability for college women. Master's thesis, 1930. Wellesley college, Wellesley, Mass. 154 p. ms.

Complete scores for 15 carefully chosen and administered test events were obtained from 300 Wellesley college freshmen and sophomores. The results of the test were handled in general according to Cozen's procedure. Three satisfactory four event batteries of tests were selected, and each event weighted according to regression equations.

3377. Lewis, Anna W. A study of the status of health knowledge, health education, and health of students in certain rural schools of Kansas. Master's thesis, 1930. University of Kansas, Lawrence.

3378. Lindquist, B. D. and Powell, Alvin. Experiment in rehabilitation of children returning to school after severe illness. 1929. Public schools, Oakland, Calif. 12 p. ms.

3379. Lingham, Gertrude. The development of the first child health standard. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 127 p. ms.

A chronological outline of the development (during the first child health demonstration, Mansfield and Richland county, Ohio, 1922-1925 inclusive) of the first child health standard in the United States and of the rural school health program in which it was developed and used. The first child health standard was developed in the course of a school health program and not deliberately, it was in process of development for about one year, and it apparently became a unifying influence in the school health program.

3380. MacEwan, Charlotte G. An objective method of grading posture. Master's thesis, 1930. Wellesley college, Wellesley, Mass.

A critical review of methods which have been used for grading posture, and the development of an objective method involving the location of certain points upon the body and posture photography. Eight hundred and fifty-eight subjects were graded subjectively by a group of nine authorities on posture, and objectively by the new method. The objective method has proved satisfactory and is used in the routine posture examination at Wellesley college.

3381. McFadden, T. W. Cost of communicable diseases in Oakland public schools during 1929-1930 through loss of state apportionment funds. 1930. Public schools, Oakland, Calif. 3 p. ms.

3382. McNulty, John F. A study of the relation between remediable-physical defects and physical capacity. Master's thesis, 1930. New York university, New York, N. Y. 44 p. ms.

A study of 290 high school students. Findings: Removal or improvement of defects results in an improvement of physical capacity.

3383. Manchee, Marie. The relation between certain skeletal measurements and body weight in 500 college women. Master's thesis, 1930. Wellesley college, Wellesley, Mass. 102 p. ms.

Measurements were made of height, weight, chest depth at the limit of inspiration and expiration, breadth of both wrists and ankles, and thickness of skin and subcutaneous tissue. Subjects were classified as to body type of computing the ponderal index, and by subjective judgments of posture and photographs. Chest depth is the skeletal measurement most significantly related to weight, the relative importance when compared to height is 6.1 when height, wrist breadth, ankle breadth and chest depth are considered.

3384. Martie, J. E. Study of University of Nevada physical measurements for six years. 1930. International Y. M. C. A. college, Springfield, Mass.

3385. Mayer, Lewis F. A health program for the schools of Fairview village. Master's thesis, 1930. Ohio state university, Columbus. 93 p. ms.

Findings: In Fairview village, Cuyahoga county, Ohio, health protection, and health teaching were good, but more attention is needed in the field of health development.

3386. Messer, Guerdon N. Outline of personal hygiene course for college freshmen. Master's thesis, 1930. New York university, New York, N. Y. 101 p. ms.

3387. Milbank memorial fund. Report for the year ended December 31, 1928, with an account of the New York health demonstration. New York city, Milbank memorial fund, 1929. 155 p.

Contains results of the health demonstrations in Cattaraugus county, New York and in Syracuse, New York.

3388. Morgan, Peter Joseph. The heart and exercise. Master's thesis, 1930. New York university, New York, N. Y.

3389. Mustard, Harry S. Cross-sections of rural health progress. Report of the Commonwealth fund child health demonstration in Rutherford county, Tennessee, 1924-1928. New York city, The Commonwealth fund, 1930. 230 p.

A survey of the medical examination of rural school children, the correction of defects, the development of community understanding, details of procedure, infant and preschool service, etc., in Rutherford county.

3390. Myers, Edward Thomas. A survey of sight-saving classes in the public schools of the United States with special reference to their location and growth, certain physical, mental, scholastic and social conditions of their pupils and the training and experience of their teachers. Doctor's thesis, 1930. University of Pennsylvania, Philadelphia.

3391. Nichols, Marjorie and Raubenheimer, A. S. Relationship between improvement in the health of high school girls and their improvement in scholarship. *Journal of juvenile research*, 14: 114-19, April 1930.

A study of what relationship, if any, exists between improvement in health and progress in school, as evidenced by teachers' grades, studying the factor of nutrition in three groups of undernourished high school girls. A general tendency for scholarship to improve as weight increases and general health improves, was found to exist.

3392. Norfolk, Va. Public schools. Health. Revised course of study. 1930. (1) Kindergarten, 32 p.; (2) primary grades, 44 p.; (3) fourth grades, 4 p.; (4) fifth grades, 32 p.

3393. North Carolina. State department of public instruction. Health education, a suggested procedure for teaching alcoholism and narcotism. Raleigh, N. C., 1930. 32 p. (Educational publication no. 145, Division of teacher training, no. 16)

3394. Olesen, Robert. The thyroid gland and communicable diseases among school children. American school board journal, 79: 76, 78, November 1929.

A study lasting three years, was made involving a large number of elementary school children in Cincinnati. The study was made along two general and complementary lines: the thyroid condition was noted before and after certain communicable diseases; the relationship between thyroids and past communicable diseases was studied.

3395. Orgain, Ruth Orum. Health education in the kindergarten. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 154 p. ms.

This study included two years of observation in a kindergarten situation to ascertain what opportunities arose for health learnings together with records of measurement of results. Findings: If an opportunity is given children and teacher to develop activities comparable to those in life and if the teacher has developed an awareness of the physical, mental and emotional needs of the children, there need be no formal teaching, for activities offer a more fertile situation in which habits grow, due to the fact that children catch meanings that are significant to them in relation to the act.

3396. Parrott, Hattie S. Child health education. 1930. State department of public instruction, Raleigh, N. C. 50 p. ms.

A compilation of present best practice in teaching and supervising child health education in country schools.

3397. Pennock, Erastus W. A study of physical condition in relation to heart rate and blood pressure during adolescence. 1930. International Y. M. C. A. college, Springfield, Mass.

The purpose of the study was to find the physiological basis for determining physical efficiency.

3398. Poley, Margaret S. A cardiovascular test of fitness. Master's thesis, 1930. Wellesley college, Wellesley, Mass. 66 p. ms.

One hundred and twenty-five subjects, some medically limited in physical education because of minor heart defects, and some in excellent athletic training were given tests of heart rate and blood pressure under varied conditions of position and exercise. Resting pulse rate, pulse rate increase on standing, and pulse return to normal following a standard exercise are the factors of most significance. The proposed test is more quickly and easily administered than the Schneider test and has a considerably higher predictive value within the scope of the criterion and the class of subjects used in this study.

3399. Pollock, Meyer M. The road to healthy feet. Journal of health and physical education, 1: 23-25, 52, April 1930.

A report of an experiment conducted at the Jenner public school, Chicago, for the purpose of correcting certain foot deformities through the aid of corrective gymnastics. In April 1929 impressions were taken of 223 pairs of boys' feet; 97 foot defects were noted and the boys given corrective work. Improvement was noted in 75.7 per cent of the cases treated.

3400. Powell, Mary Elizabeth. Trunk strength and flexibility as factors in posture. Master's thesis, 1930. Wellesley college, Wellesley, Mass. 85 p. ms.

One hundred and ten college women selected to include a wide range of variability in posture were tested for strength of the muscles that might be responsible for erect posture of the trunk, and were measured for anterior-posterior flexibility of the spine, using a photographic method. General strength or flexibility are not factors in posture. The strength of certain muscles and flexibility in certain directions are possible factors.

3401. Pryor, H. C. Pryor health test (for junior and senior high school). 1930. Kansas state teachers college, Pittsburg.

3402. Pugh, L. L. The effect of achievement of compelling personal hygiene and supplying free breakfasts to pupils in all foreign language speaking families. 1930. Independent school district, Houston, Texas. 4 p. ms.

3403. Quimby, Clayton B. Weight and physical measurement correlations and comparisons. 1930. International Y. M. C. A. college, Springfield, Mass.

The purpose of the study is to find a better method for indicating weight than the present height-weight standards.

3404. **Bennie, Florence C.** Correlation of health knowledge and health habits and practices. Master's thesis, 1930. University of Oklahoma, Norman. 54 p. ms.

A study to determine if health knowledge functions in practice. Findings: There is a low correlation between health knowledge and health practice.

3405. **Richey, Herman Glenn.** The blood pressure in boys and girls before and after puberty and its relation to growth and maturity. Doctor's thesis, 1930. University of Chicago, Chicago, Ill.

3406. **Rogers, James Frederick.** Physical defects of school children. Washington, D. C., United States Office of education, 1929. 29 p. (U. S. Office of education. School health studies, no. 15)

Shows defects found at school age and at military age.

3407. ——— State-wide trends in school hygiene and physical education, as indicated by laws, regulations, and the courses of study. Washington, United States Government printing office, 1930. 13 p. (U. S. Office of education, Pamphlet, no. 5, May 1930)

3408. **Rose, Guy B.** Current offerings in health education for teachers. Doctor's thesis, 1929. New York university, New York, N. Y.

3409. **Rose, Mary S.** The organization of subject matter for nutrition teaching as part of health education in elementary schools. 1930. Teachers college, Columbia university, New York, N. Y.

Preparation of a course of study for fifth and sixth grades.

3410. **Schmidt, Paul F.** Grade school health and efficiency tests. Journal of health and physical education, 1: 20-21, 52-53, February 1930.

The self-rating health and physical proficiency tests program was carried on in the school system of Rochester, Minn., with the purposes in view of: applying the pupil's knowledge of classroom subject matter of health and hygiene to themselves in connection with physical education; of giving him the opportunity to make comparisons of himself and his personal attainments with those of companions of like grade, age, and sex; and of giving the classroom teacher another angle of approach to the subject of physical education.

3411. **Schnauber, Enid.** An investigation into the causes of back pain. Master's thesis, 1930. Wellesley college, Wellesley, Mass. 46 p. ms.

Posture photographs and foot pronation were studied to see if body statics were responsible for back pain. A group of 54 reporting back pain was compared with a normal group twice that size. Conclusions: There is no relation between back pain and the depth of the thoracic or lumbar curves, the position of the knees, the weight of distribution, or the angle of body tilt. It is evident that there is a positive relation between pronation and back pain.

3412. **Shaw, Dorothy Roach.** Studies on the sugar content of the blood of children. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. University of Pittsburgh bulletin, 27: 377-78, November 1930. (Abstract)

3413. **Skien, John Severn.** The effect of fatigue on high-school boys as measured by Pembrey's test. Master's thesis, 1929. University of Iowa, Iowa City.

3414. **Sollins, Irving V.** Sugar in diet; an educational problem. Journal of educational sociology, 3: 341-48, 546-55, May 1930.

Presents a description of a number of experiments in the teaching procedures showing how schools can go about the business of breaking down old habits, attitudes, and knowledges that have proved to be incorrect and detrimental to health, and substitute new ones that more adequately meet the demands of a changed social situation.

3415. **Stals, Marguerite Florence.** How Washington equips school girls for health. Nation's schools, 5: 45-52, February 1930.

Information was collected by questionnaires from 15 accredited secondary schools in the District of Columbia. The physical education programs in these schools differ somewhat in organization and administration. They are planned by the respective principals according to the especial needs of each school.

3416. **Stewart, Charlotte.** The organization of health education program for girls in the junior high schools of Salt Lake City. Master's thesis, 1930. New York university, New York, N. Y.

Gives suggestions on the organization and a complete handbook for the teacher of health education for junior high school girls.

3417. **Symonds, Percival M., Chairman.** Measurement in health education. In Joint-committee on health problems in education of the National education association and the American medical association. Report, 1930. Chap. 5, sect. E, p. 144-53.

3418. **Thiel, Richard B.** School health measures viewed from a legal standpoint. *Nation's schools*, 4: 36-40, July 1929.

The author reviews laws of the various states dealing with health measures for school pupils.

3419. **Tolliver, Grannell.** A study of the status of health and of health knowledge and the effect of health teaching in the third and fourth grades of three Texas schools. Master's thesis, 1930. University of Kansas, Lawrence.

3420. **Tomlinson, Edith Stone.** A course of study in hygiene for senior high school girls. Master's thesis, 1930. University of Southern California, Los Angeles.

3421. **Tracy, Bettie M.** Open window schools. 1930. Public schools, Wheeling, W. Va. 5 p. ms.

A study of open window rooms in five cities about the size of Wheeling, W. Va. Gives information concerning supervision, admission, rest periods, average number of pupils per teacher and window adjustment.

3422. **United parents associations, 152 W. 42nd Street, New York, N. Y.** School lunch survey of New York City. [1930] 19 p. ms.

Facts obtained from an inquiry conducted by the United parents' associations in the New York City elementary and junior high schools having no lunch service by the Board of education or by a concessionaire.

3423. **VanCleave, Nelson R.** The school nurse in Indiana; history and present status. Master's thesis, 1929. Indiana university, Bloomington. 77 p. ms.

3424. **Van Dyke, G. E.** The effect of the advent of puberty on the growth in height and weight of girls. *School review*, 38: 211-21, March 1930.

Evidence leads to the conclusion that the sudden rise in height and weight curves of girls comes one or two years before puberty rather than at or after the initial stage of puberty and this holds good regardless of the age at which puberty arrives.

3425. **Wade, Clarice N.** An objective method of grading posture applied to girls of preschool and elementary school age. Master's thesis, 1930. Wellesley college, Wellesley, Mass. 54 p.

Posture photographs of 209 girls from four to 14 years of age were studied to establish a method of correspondence between measurable elements of the body-profile and the subjective rating given by competent, experienced judges. A satisfactory prediction formula was worked out from the following variables: sum of depths of spinal curves, weight line, neck and head position, scapular tilt, and age.

3426. **Wells, George.** Physical efficiency as determined by certain physiological tests. Master's thesis, 1929. University of Iowa, Iowa City.

3427. **West, Wilbur D.** A study of the physical condition of the adolescent boy in relation to heart rate and blood pressure and pubescence. 1930. International Y. M. C. A. college, Springfield, Mass.

One thousand, five hundred and forty-six examinations were made on 451 adolescent boys in the Buckingham junior high school of Springfield, Mass. Careful technique was used, the boys coming to a special examining room. Conclusions were: (1) that the heart rate tends to decrease with increasing chronological age in the horizontal and vertical positions; (2) that there is a gradual increase in blood pressure in each physiological age group; (3) the more mature individuals in any chronological age group have higher pressures than the less mature.

3428. Wheeler, L. B. A comparative study of the physical growth of dull children. *Journal of educational research*, 20: 273-82, November 1929.

The writer concludes that dull children are below normal in all measures of physical growth from the age of six through 11, except the age of six in trunk length and in iliac measure for girls.

3429. ——— A comparative study of physical growth of dull Italian children. *Journal of applied psychology*, 14: 376-91, August 1930.

The author attempted to study the physical growth of dull children to find out whether the dull Italian child grows as much from age to age as the normal Italian child. Data were obtained from the Harvard growth study. The children selected for this study had IQ's below 90 as measured by the Dearborn intelligence tests for six consecutive years ranging from the ages of six to 12. Data indicate that there is a small and fairly consistent difference in the majority of measures studied between dull and normal Italian children in standing, sternal and sitting height, weight, trunk length, and iliac width from age six through 11.

3430. Wilkinson, James B. The relation of health to achievement of intermediate school students. *In Michigan schoolmasters' club. Journal*, 1930. p. 241-42. (University of Michigan official publications, vol. 32, no. 8, July 26, 1930)

This study is an attempt to discover if health is an important factor in determining whether or not, boys and girls leave the intermediate school before completing the prescribed course of study. A study was made of a group of 100 boys from the Miller intermediate school of Detroit. Data indicate that the boys who complete the prescribed courses of study and enter high school are physically superior to the group who fail to finish the intermediate school.

3431. Wohltman, ———. Correlation of lung capacity of high school girls. Master's thesis, 1930. New York university, New York, N. Y.

3432. Zook, Doot Earl. A study of the physical growth of boys by means of water displacement. Doctor's thesis, 1930. University of Chicago, Chicago, Ill. See also 3288, 3473, 3477-3478, 3803, 4152, 4292, 4327, 4338-4339, 4397, 4407, 4438.

#### MENTAL HYGIENE

3433. Altenecker, Louise E. A survey of work in the field of mental hygiene in the teacher training institutions in the United States for the academic year 1929-1930. Master's thesis, 1930. New York university, New York, N. Y. 113 p. ms.

The study is based on data received from 239 of the 295 teacher training institutions in the United States, in response to a questionnaire. The survey has shown that the teacher training institutions are coming to recognize the importance of mental hygiene for all instruction, and are introducing courses and clinical work where possible. Rapid progress in this work has been made during the past 10 years, and the amount of literature has greatly increased. The emphasis in mental hygiene has shifted from the abnormal to the normal, from the problem of treatment to that of prevention. The individual is becoming the focus of attention, and education is striving to meet the need of the child.

3434. Burnham, William H. Personality differences and mental health. *Journal of genetic psychology*, 36: 331-89, September 1929.

Several studies of personality differences are reviewed by the author. The conclusion is reached that personality is not made by education but may be improved by it.

3435. Costello, Cyril A. The volunteer boy worker and mental hygiene. Master's thesis, 1929. University of Notre Dame, Notre Dame, Ind.

3436. Lebowitz, Gordon. The results of the administration of thyroxin or the thyroid substance to cretins with special emphasis upon improvements in mentality. Master's thesis, 1930. College of the City of New York, New York, N. Y. 46 p. ms.

A survey of the literature on the subject.

3437. Symonds, Percival M. and Jackson, G. E. An adjustment survey. *Journal of educational research*, 21: 321-30, May 1930.

Gives the results of a survey made in several high schools in New York City. Describes the use of the questionnaire and a rating device for surveying the personality adjustments of high school students so that personality disorders may be recognized in incipient form and steps taken to bring about mental health before the matter develops into a genuine pathological state.

3438. Tumlin, Sarah Mozelle. Mental health through physical education activities. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 60 p. ms.

### PHYSICAL EDUCATION

3439. Ainsworth, Dorothy S. The history of physical education in colleges for women as illustrated by Barnard, Bryn Mawr, Elmira, Goucher, Mills, Mount Holyoke, Radcliffe, Rockford, Smith, Vassar, Wellesley and Wells. Doctor's thesis, 1930. Teachers college, Columbia university, New York. N. Y. New York city, A. S. Barnes and company, 1930. 116 p.

A study of physical education in 12 women's colleges shows that it has passed from a position of considering as its responsibility merely physical condition of students, to a feeling of responsibility for the general development of the student, calling for an increase in equipment and staff, and the development of a program of vigorous and varied activities. Teachers with superior professional training and college education are in demand. Cooperation is close between the department of physical education and the department of the college physician. Athletic competition was found to hold a more prominent place than intercollegiate sport. College departments have good opportunity to develop a program which will assist students in and after college to live in a fashion satisfactory to themselves and others.

3440. Bartlett, L. W. The Y. M. C. A. physical director. Chicago, Ill., University of Chicago press, 1929.

This study is a complete inventory of the things done by physical directors and rated by them as to frequency of performance, importance, difficulty, and school training.

3441. Beattie, Mariette Sexton. Physical education in state institutions for the deaf. Master's thesis, 1930. University of Southern California, Los Angeles.

3442. Bowman, John. Course of study—junior high schools, physical education. 1930. Public schools, Baltimore, Md. 114 p. ms.

3443. ——— Report on tests in junior high school physical education. 1930. Public schools, Baltimore, Md.

3444. Boykin, Elizabeth. Organization and administration of an elementary school program of physical education. Based on data accumulated by the Commonwealth fund of America from a five-year child-health demonstration in Athens, Ga. Master's thesis, 1929. New York university, New York, N. Y. 47 p. ms.

3445. Brace, David Kingsley, and Pinckney, Jeanie Mary. Manual of physical education for the elementary grades. Austin, University of Texas 1930. 300 p.

3446. Brainard, A. F. Directing the doing of learning exercises in teaching physical activities. Master's thesis, 1930. University of Illinois, Urbana. 82 p. ms.

A study to determine the essential phases of the teacher's task as an instructor of physical activities. Findings: Report contains objectives and appropriate learning exercises for the attainment of objectives. Consideration is given to motivation, to direction of learning activity, and to diagnosis and remedial treatment.

3447. **Bunce, H. Ross** (Columbus, Ohio). Motivations of the physical directorship. [1930]

One hundred and seven men indicated their like or dislike for 155 typical duties of a head of physical education department. Items rated for significance showed a positive correlation with liking. Some additional data are given on relationships with co-workers, salary, home situation, ideas on activity promotion, and preference in committee service outside the Y. M. C. A.

3448. **Burpee, Royal H.** Differentiated physical education. Master's thesis, 1930. Teachers college, Columbia university, New York, N. Y. 64 p. ms.

3449. **Burt, Carl Willard.** The effect of physical education on physical traits and marks of college students. Master's thesis, 1930. University of Chicago, Chicago, Ill.

3450. **Carpenter, Aileen.** Studies in physical education. Master's thesis, 1929. University of Iowa, Iowa City.

3451. **Clegg, Arthur A.** The developing of a progressive group of tests in physical education in the junior high schools. Master's thesis, 1930. New York university, New York, N. Y. 50 p. ms.

The beginning of a group of tests in physical education based on actual testing in football, soccer, high jump, broad jump, push ups.

3452. **Coons, George E.** Recommendations for a program of physical education and health in the East Windsor township schools, Hightown, N. J. Master's thesis, 1930. Rutgers university, New Brunswick, N. J.

3453. **Cozens, Frederick W.** A study of stature in relation to physical performance. Research quarterly of the American physical education association, 1: 38-45, March 1930.

The author made a study of college men to determine the influence of age, height, and weight on physical performance. Even with college men, certain stature groups are superior to others.

3454. **Crapser, A. Lester.** National physical achievement standards. Journal of health and physical education, 1: 14-16, 56, January 1930.

The author collected between 50 and 75 different sets of tests of physical activities which are being used by various school systems. This year a set of standards, which has been prepared, is being tried out in four or five representative cities in order to secure statistical data for their refinement, classification of set up and instructions, and for constructive criticism. It is hoped that standards of achievement can be established which will be used throughout the country.

3455. **Davies, Ellis Rhys.** The trend of corrective work in physical education in American colleges and universities. Master's thesis, 1930. University of Southern California, Los Angeles.

3456. **Duncan, Gilmore Adelbert.** The use of gymnasiums in rural California high schools. Master's thesis, 1930. Stanford university, Stanford University, Calif.

3457. **Frazer, S. T.** Correlations between physical efficiency scores and certain measures of ability and achievement. Master's thesis, 1930. University of Kansas, Lawrence.

3458. **Glascok, David A.** Achievements in skills taught in physical education 51 (gymnasium work) at Indiana state teachers college. Teachers college journal (Terre Haute, Ind.), 1: 165-69, July 1930.

The results of this study show that modern educational methods can be used in physical education with distinct advantage to the class and instructor.

3459. **Greene, Mack M.** Energy cost of exercise. 1930. International Y. M. C. A. college, Springfield, Mass.

The study examines the amount of energy spent during various activities, such as volley ball, basketball, swimming, etc. The research is based upon metabolic studies with the Douglas-Haldane method.

3460. Grunberg, Arthur Alexander. Short static contraction as an aid in corrective gymnastics. [1930] International Y. M. C. A. college, Springfield, Mass.

The purpose of the study was to determine whether short static strength of muscles can be increased, and whether these increases affect favorable posture.

3461. Hendricks, George Fox (Syracuse, N. Y.) Legal status of physical education in the United States. Master's thesis, [1930]

A study of past and present physical education legislation indicates great need for uniformity of laws and federal control. Future trends should combine physical education more closely with general education.

3462. Hickox, E. J. Position study of the physical directors. 1930. International Y. M. C. A. college, Springfield, Mass.

A statistical study of all available data on physical directors of the Y. M. C. A. from the beginning of such specialized service, for the determination of the potency of factors related to persistence in this field of work, and the characteristic trends.

3463. Horton, Clifford E. Physical education for junior and senior high schools. Normal, Ill. Illinois state normal university, 1930. 69 p. (Normal school quarterly, series 28, no. 116, July 1930)

A program of daily activities using mass games, the fundamentals of games of high organization, and tumbling and stunts.

3464. Hupprich, Mabel J. The effects of previous exercises upon the cardiovascular reactions to exercise. Master's thesis, 1930. University of Wisconsin, Madison.

3465. Jorgensen, Alberta W. Progress of physical education in the public schools of the United States during the decade, 1910-1920, with special reference to legislation and curricula. Master's thesis, 1929. New York university, New York, N. Y. 60 p. ms.

3466. Judd, Leslie J. Physical education activities selected and adapted for college men. Master's thesis, 1929. New York university, New York, N. Y. 133 p.

3467. Karpovich, Peter V. and Affleck, G. B. Some physiological effects of outdoor water activities. International Y. M. C. A. college, Springfield, Mass. American physical education review, 34: 566-69, December 1929.

A study of the effect of class activities in a Red Cross camp upon the heart, blood vessels, and body temperature.

3468. Karst, Walter F. Differences in the organization, administration, and content of physical education in public and private elementary schools. Master's thesis, 1930. University of Chicago, Chicago, Ill.

3469. Latta, William Thomas. Physical education in small colleges. 1930. International Y. M. C. A. college, Springfield, Mass.

The purpose of the study was to find out what the small college is doing in physical education, with the idea of getting a better program. Questionnaires were sent to the universities and colleges listed as having 500 students and not more than 1,000 students; 182 catalogues were received. The data indicate that 80 per cent of all athletics is in charge of the physical director. Athletes get credit for physical education in 71 per cent of the schools, and an average of four intercollegiate sports is maintained. Only five per cent of the heads of the physical education departments had physical education degrees. Eighty per cent of the schools have swimming pools, 75 per cent have 440-yard tracks. Forty-three per cent of the schools give free medical and surgical advice to students, and 68 per cent have a regular sanitary inspection.

3470. LaVeaga, R. E. (Chicago, Ill.) A study of volleyball. [1930]

This study covers the history, rules, championships, methods of teaching beginner and advanced players, methods of class organization, tournaments, and volleyball equipment.

3471. **Lokrantz, Sven.** Corrective physical education practiced in Los Angeles city schools. *Journal of health and physical education*, 1: 6-8, March 1930.

A total of 23 senior high schools and 17 junior high schools in Los Angeles are doing either full or half time corrective work. During the past year 7,514 children received attention in the elementary schools. From the kindergarten through the high schools, there is a concerted effort to aid children who have certain handicaps.

3472. **Lyons, Sally Anne.** The "two decile" plan; a procedure for rating girls objectively in physical education in junior high school. Master's thesis, 1930. New York university, New York, N. Y.

3473. **McCreary, Aaron Monroe.** The minimum requirements in health and physical education for all teacher training courses. Master's thesis, 1930. University of Southern California, Los Angeles.

3474. **McNeely, Alberta.** Study of the status and difficulties of homogeneous grouping of physical education classes for high school girls in California. Master's thesis, 1930. University of California, Berkeley. 40 p. ms.

A study to determine the extent to which homogeneous groupings of classes in physical education exist among the girls of 100 four-year high schools, and to discover the difficulties in the way of such grouping. Findings: (1) Practically no homogeneous grouping for physical education purposes on a basis commensurate with homogeneous grouping for intellectual purposes was found; (2) possibility of homogeneous grouping for physical education is evidently limited to schools with an enrollment over 500; (3) chief difficulty in the way of such grouping is lack of valid and acceptable measures by which to classify pupils for physical education purposes.

3475. **Morgan, Peter J.** Exercise and the heart. Master's thesis, 1930. New York university, New York, N. Y. 33 p. ms.

An examination of 18 subjects using the Schneider test as a basis of investigation showed that training improves cardiac reserve; that body surface is directly proportional to heart rate; and that output of carbon dioxide from the lungs is inversely proportional to body framework.

3476. **Nash, Jay B.** Investigations in connection with governmental procedure in the organization and administration of the leadership of physical education in cities in the United States with the object of establishing desirable trends. Doctor's thesis, 1929. New York university, New York, N. Y.

3477. **Neilson, N. P. and VanHagen, Winifred.** Manual of physical education activities for elementary schools. Sacramento, California state printing office, 1929. 386 p.

Course of study and teachers manual in health and physical education for elementary schools.

3478. **Ricker, L. D.** Swimming as a factor in physical and health education. Master's thesis, 1930. Akron university, Akron, Ohio. 33 p. ms.

A five year study of 994 boys who took swimming in a secondary school. This included three control groups. Findings: Swimming has a definite therapeutic, social, psychological and physiological value, i. e., swimming increases lung capacity, fifty-seven per cent in the case of 62 swimmers over that of similar number taking straight gymnasium exercise.

3479. **Robertson, Mary Louise.** A graphic representation of the content of the physical education program in colleges. Master's thesis, 1929. Teachers college, Columbia university, New York, N. Y. 19 p. ms.

3480. **Robinson, Harold D.** Program of physical education activities. Master's thesis, 1929. New York university, New York, N. Y. 70 p. ms.

3481. **Schneider, Edward C.** A respiratory study of the influence of a moderate amount of physical training. *Research quarterly of the American physical education association*, 1: 1-8, March 1930.

The purpose of this study of two men was to follow the changes in the gaseous metabolism and breathing that occur during and after a period of daily indulgence in a moderate amount of physical exercise.

3482. **Schutte, Fred K.** Objectives of physical education. Master's thesis, 1930. New York university, New York, N. Y. 136 p. ms.

An investigation of literature since 1885 in an attempt to find what the objectives of physical education have been and are. Findings: The emphasis has shifted from time to time. Big muscles seemed to be the chief aim at one time, now the educational values are supreme.

3483. **Semingsen, Earl M.** Research of physical education in Montana high schools, 1930. Montana state college, Bozeman. 17 p. ms.

\*3484. **Sharman, Jackson Roger.** Physical education facilities for the public accredited high schools of Alabama. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1930. 78 p. (Contributions to education, no. 408)

Bibliography: p. 67-71.

This study purposes to determine the necessary facilities for satisfactorily carrying out the physical education program in the accredited public high schools of Alabama. Results of a survey of the physical education programs and facilities in 38 per cent of the public accredited high schools are given. In his recommendations, the author takes up high school accreditation, state building program, and the policies of the state board of education.

3485. **Society of directors of physical education for men in colleges and universities.** Report of the committee on curriculum research. Research quarterly of the American physical education association, 1: 15-40, May 1930.

Data included in this article represent the combined opinions of 40 prominent members of the Society of directors of physical education in colleges. It deals only with the program as adapted to college age students.

3486. ——— **Committee on construction and material equipment.** Trends in physical education facilities and gymnasium construction. Research quarterly of the American physical education association, 1: 41-50, May 1930.

Seventy-nine replies were received to a questionnaire on the need for guiding principles to aid in planning the construction of physical education facilities. Part 1 of the study relates to the trend in the construction of the various units of the physical education plant; part 2 deals with the tendencies in gymnasium construction as shown in the past, present and future plans of construction.

3487. **Thomas, Granville E.** Corrective physical education in the State of California. Master's thesis, 1930. University of California, Berkeley. 41 p. ms.

A study to find out the present practice and trend in the correction of physical defects through the medium of the physical education departments of the public schools (high schools and junior high schools) of California. Findings: Reports from 73 per cent of all the junior and senior high schools in California indicate that 75 per cent of them either have no work or are attempting to do very little work in corrective physical education. Outside the city of Los Angeles, it is only in the past two years that the work has been placed in a number of the schools.

3488. **Thrall, Iskah B.** A survey of the records kept by the girls' physical education departments in the secondary schools of California. Master's thesis, 1930. University of Southern California, Los Angeles.

3489. **Ullrich, George J., jr.** Content of a curriculum in organized camping for students majoring in physical education. Master's thesis, 1929. University of Notre Dame, Notre Dame, Ind.

3490. **Washington. University.** Physical education bibliography, compiled by physical education majors, class of 1929. Seattle, Wash., University of Washington press, 1929. 31 p.

A classified bibliography for both reference and research in physical education.

See also 141, 143, 404, 509, 2090, 2154, 2191, 2366, 3288, 3329-3330, 3343, 3368, 3407, 3438, 3752, 4345, 4398.

#### ATHLETICS

3491. **Alexander, Joe Dalry.** Technique for the study of motor skills in track. Masters' thesis 1929. University of Iowa, Iowa City.

3492. **Armstrong, Philip George.** A study of school papers for the practices in modern high school athletics as contrasted to the supposed values, held by administrators. Master's thesis, 1930. Pennsylvania state college, State College.

One hundred and sixteen school papers were studied; also 95 questionnaires from 50 principals and 45 physical directors.

3493. **Atkinson, Robert K.** Physical achievement measurement by 37,000 boys and girls of junior and senior high school age in several cities in the United States of America. Master's thesis, 1930. New York university, New York, N. Y. 297 p. ms.

Students were tested in 17 types of athletic and gymnastic events.

3494. **Beals, Robert V.** Athletics and scholarship of the Class of 1927 at the University of New Hampshire. Master's thesis, 1930. University of New Hampshire, Durham.

A comparison of the scholarships of athletes and non-athletes in the Class of 1927 at the University of New Hampshire.

3495. **Belcher, Gilmer Lee.** The training and experience of high school coaches in Texas. Master's thesis, 1929. University of Colorado, Boulder. 62 p. ms.

Data were secured on: (1) academic and professional training; (2) experience and tenure of office; (3) salary, and; (4) subjects taught by the Texas coach. Findings: (1) Seventy-six per cent were trained four years in senior college; (2) 26.5 per cent had more than four years training; (3) only 16.15 per cent have more than 20 hours of physical education training; (4) median experience was 3.96 years; (5) number of years in present position, median was 2.18; (6) median salary was \$1,484.48; (7) leading subjects taught do not correspond to majors of minors taken in college.

3496. **Digiovanna, Vincent.** Relation of athletic skills and strengths to those of posture. Master's thesis, 1930. New York university, New York, N. Y.

3497. **Ellerman, Raymond Henry.** A comparative study of academic and occupational success of athletes and non-athletes. Master's thesis, 1930. University of Wisconsin, Madison.

3498. **Esworthy, R. E.** Types of muscular coordination in basketball shooting. Master's thesis, 1930. University of Illinois, Urbana. 60 p. ms.

The purpose of the study was to find out the effect of muscular organization and of the process of facilitation and inhibition on basketball skill. Findings: Those types of shooting which depend upon the flexors rather than the extensors are easier to learn and more accurate than other types.

3499. **Farris, Jeff.** The effect of college athletics upon scholarship. Master's thesis, 1929. University of Arkansas, Fayetteville. 68 p. ms.

A study of the scholastic records of 50 equivalent pairs of college athletes and non-athletes.

3500. **Faulkinberry, Frank Albert.** Analysis of positions of the body in game of football. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 88 p. ms.

The material for this study was obtained from authoritative readings and study and experience covering 15 years. Findings: "Correct stance" is absolutely essential in the game of football.

3501. **Griffith, Dudley W.** The effect of participation in athletics on the scholarship of college freshmen. Master's thesis, 1930. University of Colorado, Boulder. University of Colorado studies, 18: 67, December 1930. (Abstract)

The group used as the basis for this study was composed of freshmen men of the University of Colorado who were given the Otis intelligence test at the beginning of the school year 1927-1928. The total number of freshmen used was approximately 500. Data indicate that while there was a difference in the scholarship of athletes and non-athletes during the freshman year, the difference was too small to be reliable.

3502. **Hancock, Howard Joseph.** Offensive line play in football. Master's thesis, 1930. University of Wisconsin, Madison.

3503. **Hartmann, G. W.** What constitutes a good football team? Research quarterly of the American physical education association, 1: 85-94, March 1930.

Answers to a questionnaire pertaining to current football practices were received from 87 institutions distributed throughout the United States. Data indicate that a team is successful in so far as it learns the science of football by distributing its intervals of practice rather than concentrating them.

3504. **Hofland, Synneva Emma.** A study of the learning curves of two classes taught corner bowling by different methods. Master's thesis, 1930. University of Wisconsin, Madison.

3505. **Ivey, Leonora Isabella.** Certain modified athletic games for elementary and high-school teachers. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 235 p. ms.

3506. **Kendall, Glenn Merrill.** The administration of awards for boys' athletics in high school. Master's thesis, 1929. University of Nebraska, Lincoln. 105 p. ms. Educational research record (University of Nebraska), 2: 97-105, February 1930.

The present practices as regards the granting of awards for athletic activities and standards and principles which govern such practices. Data were secured from 159 Nebraska high schools, 126 high schools outside Nebraska and replies from 33 athletic associations. The author suggests a plan of awarding athletic letters.

3507. **Kenna, William Bernard.** A study of the Mississippi high school literary and athletic association. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 86 p. ms.

Considers only the athletic phase of the work of the state organization. Findings: The results of the organization justify its existence. Some changes should be made and a full-time executive officer should be employed.

3508. **LaGanke, Leland E.** A study of the stimulation of student participation in intramural athletics among the smaller colleges. Master's thesis, 1930. University of Michigan, Ann Arbor. 49 p. ms.

Methods of stimulating student participation in intramural athletics being used by smaller colleges which published intramural handbooks were studied and those practices singled out which seemed to be exceptionally productive of results and might be used in other institutions. Eighteen institutions in the Middle West were involved in the study.

3509. **Lamboley, Paul Bernard.** A comparative study of academic and occupational success of athletes and non-athletes. Master's thesis, 1930. University of Wisconsin, Madison.

3510. **Luther, Ruth M.** A comparison of the athletic alertness test with other measures of achievement. Master's thesis, 1930. University of Illinois, Urbana. 50 p. ms.

The purpose of this study was to compare the Griffith athletic alertness test with other measures of motor achievement. Findings: There is a high correlation between the athletic alertness test and the level of achievement of grade students in common tests of motor efficiency.

3511. **McMurray, Jean Gordon.** Comparative study of regulations governing representative intercollegiate athletic conferences, 1930. George Peabody college for teachers, Nashville, Tenn. 64 p. ms.

A study of rules of different athletic conferences, taken from their constitutions, for the purpose of establishing bases for organization of new conferences or the reorganization of existing ones. A comparison of 10 associations showed the items of agreement and disagreement, as well as any marked deviations from generally accepted conference rules. Each of these organizations has been the outgrowth of experiences peculiar to that association; experiences which may help to solve problems in other associations. A survey of these organizations was made with the belief that facts thus established will be helpful in planning the organization or the reorganization of any athletic association.

3512. **Morley, E. E.** Scholarship of athletes. [1930] Heights high school, Cleveland Heights, Ohio. 1 table.

Effect of four-subject eligibility rule on athletes. Findings: High scholarship and strong athletic records are not inconsistent.

3513. **Nelson, Victor E.** A comparison of scholarship of athletes and non-athletes of the twenty-ninth district. Master's thesis, 1930. University of South Dakota, Vermillion. 74 p. ms.

3514. **Norton, Herman J.** After-school athletic activities. *Journal of health and physical education*, 1: 16-17, 50, 52-53, March 1930.

This article describes the athletic and recreation activities participated in by the students of the senior high schools of Rochester, N. Y., after school.

3515. **Pennington, Julia.** A study of the history of certain sports as a part of general education. Master's thesis, 1930. Ohio state university, Columbus. 181 p. ms.

The origins and development of swimming, tennis, football, basketball, and volleyball.

3516. **Pool, William Thomas.** How the evils of inter-institutional athletics may be corrected. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 111 p. ms.

Problems suggested for solution are: (1) To provide more facilities for play and to educate more people to the value of play; (2) to create new school traditions; (3) to control athletic events and schedules. Suggests that athletes who need financial aid should be paid for their services by the school; number of courses should be limited; and coaches should be regular members of the faculty.

3517. **Price, A. H.** Methods of teaching foot skills in soccer. Master's thesis, 1930. University of Illinois, Urbana. 40 p. ms.

The methods of learning foot skills in soccer are compared with those involved in other types of skill. Findings: Foot skills are learned in the same way that other skills are learned. The use of an artificial series of passages through which the ball can be kicked is an efficient method of teaching footwork.

3518. **Reed, Ralph King.** Procedures in coaching high school athletics. Master's thesis, 1930. University of Southern California, Los Angeles.

3519. **Ruby, Charles Leroy.** An experiment in learning as applied to a specific sport. Master's thesis, 1930. Stanford university, Stanford University, Calif.

3520. **Ryan, W. Carson, jr.** The literature of American school and college athletics. New York city, Carnegie foundation for the advancement of teaching, 1930. 305 p.

A survey of the literature of American school and college athletics, presenting summaries and excerpts of over 1,000 titles of books, proceedings, and official reports, educational journals, and general magazines. About half the books and articles read in connection with the study, and a comparatively small fraction of the total number consulted are reported in the entries.

3521. **Savage, Howard J. and others.** American college athletics . . . with a preface by Henry S. Pritchett. New York city, Carnegie foundation for the advancement of teaching, 1929. 383 p. (Carnegie foundation for the advancement of teaching. Bulletin, no. 23)

The object of this study was to ascertain the significant facts concerning college athletics in the United States and Canada, to analyze these facts in relation to American college and university life, with such reference to school and college athletics in other countries as may shed occasional light upon our problems, and to present a summary of American college athletics, their merits and their defects, together with such suggestions looking to their improvement as may grow out of the materials on hand.

3522. **Somers, Florence Agnes.** The principles involved in the conduct of the athletic activities of girls and women. Master's thesis, 1929. New York university, New York, N. Y. 93 p.

3523. Strahan, Oscar William. The use of certain standardized tests in the classification of students for athletic competition. Master's thesis, 1930. University of Texas, Austin.

3524. Strum, Arthur L. Administration of athletics in teachers colleges. *Teachers college journal* (Terre Haute, Ind.), 1: 161-64, July 1930.

This study of athletics in teachers colleges showed that a number of institutions have state support for athletics. The responsibility for spending funds is placed often with the athletic director, but in almost an equal number of cases, the faculty athletic committee has this responsibility. In the majority of cases, the surplus funds secured by student fees must be spent for the direct conduct and administration of athletics.

3525. Van Antwerp, James. A comparison of the college records of athletes and non-athletes, 1930. Monmouth college, Monmouth, Ill. 10 p. ms.

A study of the grades earned, in all courses, of about 150 students taking part in athletics in comparison with the average records of all college students. Findings: Those participating in athletics were shown to have a record slightly above that of the general college average.

3526. Westfall, Helen. A study of the performance of nine-year old boys in three skills (basketball throw for distance, dash, standing broad jump). Master's thesis, 1929. University of Iowa, Iowa City.

3527. Woodworth, Lynn F. A personnel study of the high school athletic coach. Master's thesis, 1930. George Washington university, Washington, D. C. 96 p. ms.

A study of 180 high school athletic coaches from cities under 5,000 to 100,000 in population; training and experience. Findings: The typical athletic coach has strong physique, good health, is well educated and is a leader.

See also 3288.

#### PLAY AND RECREATION

3528. Asfahl, William D. A survey of the problem of recreation in a town of 2,000 people. Master's thesis, 1930. University of Colorado, Boulder. *University of Colorado studies*, 18: 45-46, December 1930. (Abstract)

This study is an analysis of the problem of leisure and recreation based upon facts secured through a survey of the leisure-time activities of the people and of the provisions for recreation made by public, private, philanthropic, and commercial agencies in a town of 2,000 people. Data were gathered over a period of 12 months by general observation, personal interviews, a study of the records of the organizations of the community, and by questionnaires. Findings: Many unwholesome conditions, and a general sordidness of life are results of the failure of the small town to cope with the problem of leisure and recreation.

3529. Ashby, Dewey Theodore. The development of the boy scout movement in America. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 100 p. ms.

3530. Bayliss, W. Bradford. Investigation and analysis of boys clubs in Brooklyn Central Y. M. C. A. Master's thesis, 1930. Teachers college, Columbia university, New York, N. Y. 28 p. ms.

3531. Beeley, Arthur L. Boys and girls in Salt Lake City. The results of a survey made for the Rotary club and the Business and professional women's club of Salt Lake City. Salt Lake City, Utah, 1929. 220 p. (University of Utah. Publications of the department of sociology and social technology)

Study of recreation and leisure-time activities of boys and girls in Salt Lake City. juvenile delinquency, part-time schools, the nature and extent of gainful employment, and problems peculiar to boys and girls.

3532. Cunningham, James Francis. The small club for boys; a study in technique. Master's thesis, 1930. Catholic university of America, Washington, D. C. 51 p. ms.

3533. Dennis, Genevieve Alice. The social nature of children's play. Master's thesis, 1930. University of Chicago, Chicago, Ill.

3534. Feldman, Jacob William. The effects of playgrounds on land values of the "bordering on" and "adjacent to" properties to the playgrounds in Brooklyn, N. Y. and Orange, N. J. Master's thesis, 1929. New York university, New York, N. Y. 153 p.

3535. Gang, Blanche B. A study of the educational values in natural dancing. Master's thesis, 1930. University of Southern California, Los Angeles.

3536. Harsh, Frank Norton. The organization and administration of the lunch hour activities. Master's thesis, 1929. Ohio state university, Columbus. 119 p. ms.

Study of practices of 125 high schools in Ohio and an experiment conducted by the writer in his own school. It was found that schools do not make very extensive plans for a development of worthy use of leisure during the noon period. The writer found that the installation of quiet recreational games such as checkers, chess, playing cards, rook, etc. afforded an opportunity to develop right ideals and habits of conduct toward activities in which the pupils will likely engage during their leisure hours, after leaving school.

3537. Hein, L. H. Experiment with behavior frequency tests at the Hastings Lake Camps of the Chicago Y. M. C. A. [1930] Y. M. C. A., Chicago, Ill.

A behavior rating scale of 22 behavior patterns was given to 300 boys. Points were multiplied by raters' assurance scale, varying from one-eighth to one full point. The first tests were made 10 days after the boy entered camp, and the last test two days before he left camp. Woodworth-Mathews emotional data sheets, consisting of 74 questions, were also given.

3538. Houchen, Grace. Source material for leaders of indoor social activities. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 102 p. ms.

Books in the Peabody library on indoor social activities and similar books mentioned in their bibliographies were reviewed and compiled. Type programs of activities were made and games classified and described. Photographs were used as illustrations. It was found that a few books cover the whole field of indoor social activities; within a few books there is abundant material for carrying on a well-balanced program, and games of the same name and similar plot are found in one or more of the books.

3539. Koch, Helen L. and Granger, Jean. The frequency of emotional outbreaks in indoor and outdoor play. Master's thesis, 1929. University of Texas, Austin. 62 p.

Variables analyzed are space, type of toy, type of emotional outbreak, frequency and duration of latter.

3540. LaMaster, Duane Earl. A study of the development of recreational habits of men. Master's thesis, 1930. University of Wisconsin, Madison.

3541. Logan, Dorothy E. Play activities for elementary schools with limited supplies. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 361 p. ms.

3542. MacArthur, Earle Thomas. Changes following a supervised play program in a consolidated school. Master's thesis, 1929. University of Colorado, Boulder. 64 p. ms.

Account of supervised play program at Selbert, Colo., which resulted in increased physical well-being, decrease in failures, increase in attendance, and better morals for school.

3543. Martin, A. J. S. and Goold, Phil A. A study of the camping needs in the greater New York City. "B." [1930] Y. M. C. A., 23d Street and Broadway, New York, N. Y.

The purpose of this study was to find out what kinds of camps are available to the boys in New York City, how many are available, what particular groups are being served, and whether or not there were needs which were not being met by existing agencies, that the New York City Y. M. C. A. could meet by expanding its own camping programs.

3544. **Martin, A. J. S. and Shumway, George A.** A study of the camping experience of the Y. M. C. A. in several cities. [1930] National council of the Y. M. C. A.'s, New York, N. Y.

A detailed set of questions was sent to a selected list of 25 associations known to be conducting camping work. Nineteen of them responded.

3545. **Moore, Elizabeth S.** Purposeful activity in the play of young children. Doctor's thesis, 1929. University of Iowa, Iowa City.

3546. **Mulrooney, Charles B.** A study of the children's camps of a large eastern diocese. Master's thesis, 1930. Catholic university of America, Washington, D. C. 114 p. ms.

3547. **Ready, Marie M.** The camp in higher education. Washington, D. C., United States Government printing office, 1930. 31 p. (U. S. Office of education. Pamphlet, no. 1, February 1930)

A study of some of the out-of-door work which is being carried on at this time by a few institutions.

3548. ——— The organized recess. Washington, D. C., United States Government printing office, 1930. 15 p. (U. S. Office of education. Pamphlet, no. 2, March 1930)

Presents detailed information as to the number of organized recesses provided in the various school systems, the number of minutes per day devoted to each recess, methods of carrying on recesses, suggestions for stimulating an interest in the recess period, etc.

3549. ——— School playgrounds. Washington, D. C., United States Government printing office, 1930. 40 p. (U. S. Office of education. Pamphlet, no. 10, June 1930)

"This pamphlet attempts to show what playground provisions are being made for the physical education and recreational activities of school children. The information regarding playgrounds has been secured by means of questionnaires sent to State departments of education, a study of State laws, and examination of the rules and regulations of State boards of education, along with other material regarding playgrounds available in the Office of education."

3550. **Schoenwetter, Theodore H.** Is an all-year playground surface possible? American school board journal, 80 : 54, 130, May 1930.

The author describes a method used successfully on seven school playgrounds in Santa Monica. The process is known as the Santa Monica cushion surface.

3551. **Sellers, Minnie.** A manual for the construction and equipment of school playgrounds. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 130 p. ms.

The thesis is composed of four chapters, namely: site; layout; apparatus; equipment, and supplies; construction.

3552. **Shimp, Everett C.** The 4-H club as a solution to the problem of rural recreation. Master's thesis, 1930. Ohio university, Athens. 40 p. ms.

The study seeks first to discover the recreational needs of rural young people, the limiting conditions for meeting these needs, and the possibilities inherent in the nature and programs of 4-H clubs of meeting these conditions.

3553. **Sikes, W. Claude.** The supervised play and recreation program. Master's thesis, 1930: University of Colorado, Boulder. University of Colorado studies, 18 : 105-06, December 1930. (Abstract)

The purpose of this study has been to determine the present status and the benefits of supervised play and recreation. Questionnaires describing the status, benefits, and needs of supervised play and recreation were received from 104 cities, for the year 1929-1930, representing every section of the United States.

3554. **Tiner, Hugh Marvin.** The playground movement in the United States. Master's thesis, 1930. Stanford university, Stanford University, Calif.

3555. Ure, Roland W. (South Bend, Ind.) Report on the use of parent information blank and judging camp results blank in camps during the 1929 season. [1930]

The purpose of the project was to ascertain changes in behavior brought about by a boys' camp, as judged by parents. A behavior rating blank including 38 items was sent to 219 parents of boys attending nine different camps. There was a 36 per cent return of the rating blank. Twelve items show marked positive changes, while negative changes appeared on two items, table etiquette, and untidiness in appearance and in care of room.

3556. Vowell, Ritchie M. A survey of recreational facilities of the township of Millburn, N. J. Master's thesis, 1930. New York university, New York. N. Y. 40 p. ms.

A study of commercial and public recreation, schools, and child play on streets showed that more play space was needed by the schools, and a closer cooperation between the recreation department and the board of education.

3557. Warmack, Gertrude. Play and recreational activities portrayed in Mark Twain's books. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 73 p. ms.

A study of the references to play and recreational activities made by Mark Twain in his books. There were 182 references found concerning the play of children and 207 concerning the recreational activities of adults. These references are classified and placed in appropriate groups.

3558. Weiland, Francis N. The status of playground facilities in Nebraska schools and a playground program adapted to the McCook schools. Master's thesis, 1929. University of Nebraska, Lincoln. Educational research record (University of Nebraska), 2: 118-19, 123-26, February 1930.

Presents facts concerning playground activities in Nebraska schools for the school year 1928-1929. Information was received from 134 selected schools.

3559. Williams, Hesper O. A study of the play materials in the homes of a group of children. Master's thesis, 1929. University of Iowa, Iowa City. 72 p. ms.

3560. Witherspoon, Edna. A study of leisure time of high school girls. Master's thesis, 1930. Indiana university, Bloomington. 154 p. ms.

3561. Womack, Mamie L. The relation of play to juvenile delinquency. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 103 p. ms.

Findings: Wherever playgrounds are established and the right kind of play is carried on there is a decrease in delinquency.

See also 1049, 1816, 1819, 3352, 3467, 3737, 3750.

### SOCIAL ASPECTS OF EDUCATION

3562. Bean, Mary Vernace. The effects of social activity on scholarship. Master's thesis, 1929. Ohio state university, Columbus.

A study of 200 freshmen women at Ohio state university, 1928-1929.

3563. Bellatty, Helens Bernice. An investigation of the social and economic background of the high school students of Hancock and Waldo counties, Maine. Master's thesis, 1930. University of Maine, Orono.

3564. Biddle, William W. Propaganda and education. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y.

A series of nine lessons was prepared, entitled "Manipulating the public" to see if it is possible to make students less susceptible to the emotional persuasion so common in modern publicity and propaganda. Six schools cooperated in the experiment. The students were high school seniors or above. Findings: In every school the experimental students improved a greater amount than the control students from the pretest to the posttest, given before and after teaching the series of lessons. The teaching has resulted in making students more critical in response to reading matter.

3565. Bishop, Frank Edward. Public school publicity policies and methods. Master's thesis, 1930. Stanford university, Stanford University, Calif.

3566. Bowden, A. O. The influence of sociology in education for teachers in 1929. Journal of educational sociology, 3: 464-72, April 1930.

From a study of the catalogues of the institutions in the United States, it was found that certain sociological courses have been on the increase within the last five years, particularly courses in educational sociology, with sociology and social psychology close seconds. Judging from the amount of literature which has appeared within the last two or three years, the field of sociology is having a large influence on the field of education and particularly on that of teacher training.

3567. Brindley, Ollie. A study of leadership. Master's thesis, 1929. New York university, New York, N. Y. 65 p. ms.

A social worker in Greenwich village was unable to obtain capable leaders of the area to serve on her committees. As a result of her situation this project was attempted. Members of the Lower west side council were interviewed to find out about their work, the needs of the village and the ways in which these needs were being met. Personal facts concerning these leaders were also asked. From these people the names of other leaders were secured. An attempt was made to reach the leaders in the different groups in the area and about 100 personal interviews were made.

3568. Bunce, Helen J. An experiment in parental education in an elementary school. Master's thesis, 1930. Teachers college, Columbia university, New York, N. Y. 23 p. ms.

3569. Campbell, Marian Wendeln. The effect of the broken home upon the child in school. Master's thesis, 1930. Claremont college, Claremont, Calif.

3570. Cave, Ruth Lolita. A study of the status of sex education in the high school as revealed in courses of study and biology textbooks. Master's thesis, 1930. University of Colorado, Boulder. University of Colorado studies, 18: 51-52, December 1930. (Abstract)

A study of the present status of sex education in the high school in an effort to locate all sources which indicate that something definite is being done in this phase of education. A survey was made of published accounts of experiments which have been carried on, and a special investigation was made of 70 representative courses of study. Data indicate that some form of sex education is being given in at least one-third of the high schools of the United States.

3571. Chamberlain, R. S. Organization of community forces to meet social needs. Master's thesis, 1930. New York university, New York, N. Y.

3572. Chapman, Harold B. and Willis, Charles F. Migrant school child inquiry. 1930. Public schools, Baltimore, Md.

A study of 1,121 families resident in certain districts of Baltimore whose children attended the public schools. The study seeks to answer the question, "Is the family which migrates annually to engage in farm labor typical of its urban community or is it more or less favored economically and socially?"

3573. Charters, Jessie Allen and others. The formulation of aims, objectives, and procedures for use in parental education. State department of education, Columbus, Ohio, 1929.

3574. Coverdale, Reuben Allen. The organization and administration of public school publicity. Master's thesis, 1930. University of Southern California, Los Angeles, Calif.

3575. Culbert, Jane F. The visiting teacher at work. New York city, The Commonwealth fund, 1929. 235 p.

3576. Ditmars, Thomas. Social composition of the Kansas City, Mo., public high schools. Master's thesis, 1929. University of Kansas, Lawrence. Review by W. R. Smith in University of Kansas bulletin of education, 2: 15-20, December 1929.

A study of 2,824 white students and 859 negro students. It was found that high school students whose fathers are engaged in the so-called higher callings are more able mentally to profit by their high school training than their classmates from the other occupational groups.

3577. **Farley, Belmont.** What newspapers publish about education. *Nation's schools*, 5: 32-34, April 1930.

A study was made of the reactions to school news of 5,076 school patrons and teachers in 13 cities. The items of most interest to readers of educational news are: pupil progress and achievement, methods of instruction, courses of study, and health of pupils. The newspapers fail to consider the interests of those to whom the publicity is chiefly directed.

3578. **Golden, Emma Bauer.** The present status of the parent-teacher association in North Dakota. Master's thesis, 1930. University of Minnesota, Minneapolis.

3579. **Gorseline, Donald E.** The effect of schooling upon income. Doctor's thesis, 1929. Indiana university, Bloomington. 416 p. ms.

3580. **Greene, Charles E.** The growth of the visiting teacher in Denver. [1930] *Public schools*, Denver, Colo. 4 p. ms.

A review of the establishment and growth of the visiting teacher work in Denver. The chief problem is to effectively integrate the work of the visiting teacher with the various social service and instructional agencies both in the schools and the community.

3581. **Grinnell, J. E.** School publicity from the editor's viewpoint. *American school board journal*, 79: 47-48, 133, October 1929.

A questionnaire study was made of school publicity from the viewpoint of 101 editors of weeklies and 15 editors of daily papers in Minnesota.

3582. **Haag, Howard Lee.** A study of racial attitudes of high school and university students. Master's thesis, 1930. University of Michigan, Ann Arbor. 63 p. ms.

Bogardus Social distance scale was given to 179 pupils in high school. Watson's tests on "Opinions on Race Relations" were given to 23 seniors in high school and 75 university students. Findings: Children in lower grade showed less defined race attitudes than older children. High school pupils show more acceptable attitudes toward Indians than toward negroes. Watson tests showed that older students were more inclined to express extreme types of attitude; sex was no definite factor in attitudes reflected. University students have a more liberal attitude, but that body is apt to contain the most extreme attitudes.

3583. **Habbe, Stephen.** A brief course of sex education for adolescent groups. Master's thesis, 1930. Teachers college, Columbia university, New York, N. Y. 25 p. ms.

3584. **Hattendorf, Katharine W.** The effectiveness of a home program for mothers in sex education. Doctor's thesis, 1930. University of Iowa, Iowa City. 422 p. ms.

3585. ——— Young children's questions concerning sex: a phase of an experimental approach to parent education. Master's thesis, 1929. University of Iowa, Iowa City. 77 p. ms.

3586. **Horn, Allen Pinkerton.** The social backgrounds of school children 12 to 14 years of age as a basis of school procedure. Doctor's thesis, 1929. New York university, New York, N. Y.

3587. **Howard, LASSIE MAE.** Activities of parent-teacher associations in Oklahoma. Master's thesis, 1930. Northwestern university, Evanston, Ill.

3588. **Lewerenz, Alfred S.** School accomplishment in relation to movie attendance. *Los Angeles educational research bulletin*, 10: 5-12, April 1930.

Analysis of academic achievement and mental level of 581 elementary school pupils in the fourth, fifth, and sixth grades in relation to frequency of attendance at motion picture theaters. Study was based on frequency of attendance, percentage of boys and girls in the audience, average chronological grade placement, etc. and personal interviews. Children who go to movies frequently are good readers and have good vocabulary, but fall down in arithmetic; duller pupils attend movies more frequently than bright pupils; movie fans seem to be active readers of sensational type of books and magazines, they prefer exciting pictures, and are apt to go to bed later and sleep less than non-movie going children.

3589. Lombard, Ellen C. Parent education, 1926-1928. Washington, United States Government printing office, 1929. 27 p. (U. S. Bureau of education, Bulletin, 1929, no. 15)

Advance sheets from the Biennial survey of education in the United States, 1926-1928.

3590. McCormick, Mary Josephine. The measurement of home conditions. Washington, D. C., National Catholic school of social service, 1929. 23 p. (Social service monographs, vol. 1, no. 1, September 1, 1929)

A review of the various techniques which have been proposed for the quantitative study of home conditions. Findings: "As yet most of these scales have been used primarily for research purposes, but it seems logical to predict that they will be simplified and modified to meet the needs of the social worker as a method of case work investigation."

3591. Mitten, Joe A. A survey of the work of local parent-teacher associations during the school year 1928-1929. Master's thesis, 1930. Ohio state university, Columbus. 102 p. ms.

Findings: Superintendents and presidents of associations practically agree as to the best activities of the parent teacher associations. Superintendents generally favor such organizations.

3592. Morris, Elizabeth H. Measuring leadership. Personnel journal, 9: 124-27, August 1930.

Findings: Measurement of personal traits, especially of leadership, should be a composite rating of various factors involved and should indicate their relation to each other quite as much as the absolute rank in each.

3593. Olson, Henry. The influence of certain local organizations upon the public schools of Adair county, Iowa. Master's thesis, 1930. University of Iowa, Iowa City. 140 p. ms.

3594. Philbrick, Joseph W. Parental occupation and school expectancy in high schools of Grand Island, Nebr. Master's thesis, 1930. University of Nebraska, Lincoln. 112 p. ms.

Case studies of 837 junior and senior high school students on the basis of parental occupations and school histories, including academic progress, selection of subjects, etc.

3595. Rasey, M. I. Social adjustment of children in relation to character problems. Detroit, Mich., Detroit teachers college, 1929. 63 p.

Gives children's reasons for the selection of certain children as friends, as leaders also. Detailed study of those chosen most frequently. Detailed study of those liked and those disliked, choices and reasons of 5,000 children.

3596. Rhyan, Ivah May. Home problems for boys. Master's thesis, 1929. Indiana university, Bloomington. 152 p. ms.

3597. Saucier, W. A. The significance of a social program for high school teaching. Doctor's thesis, 1930. Ohio state university, Columbus. 215 p. ms.

The present social situation and recent theories pertaining to the nature of intelligence were studied as a basis for a social program. It was found that the final outcome of education should be the liberation of intelligence and the development of a broad social outlook through a flexible teaching procedure.

3598. Schneider, Stephen Joseph. The visiting teacher movement is a necessary part of a community's program of attack on crime. Master's thesis, 1929. University of Notre Dame, Notre Dame, Ind.

3599. Seward, Jane Duncan. The relationship between the social maladjustment and the degree of intelligence of a group of elementary school children. Master's thesis, 1929. New York university, New York, N. Y. 43 p.

3600. Shipp, Fred T. Social survey of 665 high school boys. Master's thesis, 1930. Stanford university, Stanford University, Calif. 100 p. ms.

This study includes extracurricular activities, athletics, social, recreational, home, religious, and vocational activities and interests.

3601. Shrader, J. C. A survey of community activity in public schools of Pittsburgh, Pa. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. 98 p. ms.

3602. Sifert, E. R. Surveys of the characteristics of school populations. *Educational method*, 9: 337-42, March, 1930.

The author gives a technique for studying the characteristics of students entering a junior or senior high school from a variety of schools with different aims. He takes up the sources of student leadership; sources of student leadership within a single grade; and the distribution of student failures in terms of contributing schools, and gives the procedures which he followed in using the tables. The same procedure lends itself to many different and important types of study within the school.

3603. Smith, Harry B. A social attitudes test for upper grade children. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y.

A set of 46 multiple-choice questions was made for boys and a similar set for girls in developing a pencil-and-paper test that could be used as a group test in schoolrooms to indicate the social attitudes of the pupils. Questions were submitted to 275 boys and 241 girls. Sex differences were revealed in comparison of data from several pairs of similar questions from the two sets. An apparent influencing of children's attitudes by their teacher was found from the data, as was the indication that teacher's attitudes were revealed as well. Data indicated a development in social attitudes of children from the fifth to the eighth grade, and a variation between children in grade scores.

3604. Smith, Monroe W. The scout oath and law. Master's thesis, 1930. Teachers college, Columbia university, New York, N. Y. 20 p. ms.

Historical research into letters and original reports written in the spring of 1911 concerning oath and law. Credit for the American laws goes to certain people without whose assistance the present scout oath and law would not have been possible. To whom should go the credit of the oath and law represents the findings of the paper.

3605. Smith, Stephen P. Private school publicity through advertising. Master's thesis, 1930. Rutgers university, New Brunswick, N. J.

3606. Spikes, L. E. Tying up the work of the school with the community. 1930. Duke university, Durham, N. C.

A description of the evaluation of the work of a small city school superintendent in linking the work of the school with the community life; procedures and principles involved.

3607. Statham, Mrs. Jeannette F. The visiting teacher as a personnel worker. Master's thesis, 1930. George Washington university, Washington, D. C. 50 p. ms.

3608. Stogdill, Ralph M. A study of parental attitudes. Master's thesis, 1930. Ohio state university, Columbus.

Fifty mental hygienists and 100 parents rate 70 items of child behavior from one to 10 according to how serious or undesirable they consider the act as a form of child behavior. The report considers the violation of authority and moral customs to be the most serious item. The mental hygienists consider as most serious introvert and unsocial acts which tend to make the child emotionally and socially maladjusted.

3609. Strang, Ruth. Relation of social intelligence to certain other factors. *School and society*, 32: 268-72, August 23, 1930.

The George Washington social intelligence test was given to 311 graduate students and the results correlated with another measure of social intelligence, the Gilliland questionnaire, and with certain other factors, such as age, salary, term marks, occupation of father, and participation in extracurricular activities and voluntary advisory work. The correlation between the test scores and the scores on the Gilliland questionnaire was  $17 \pm .07$ . A somewhat more significant relationship ( $.29 \pm .04$ ) was found between the social intelligence test and term marks, but there was only a chance relationship with the other factors studied.

3610. Stratford, Jane. Cross-section of a high school student's life. Master's thesis, 1930. University of Hawaii, Honolulu. 135 p. ms.

Complete study of all influences, in school and out on all pupils in the Maui (Hawaii) high school. Findings: Variety of races; Chinese have largest families; average home lacks books and magazines; few broken homes; no racial partiality in school elections; senior class superior (selection); more Japanese boys than girls in high schools; greater handicaps in use of English in the case of Japanese than any other group; poor home study conditions in most cases, etc.

3611. **Sturges, David Whittom.** The status of sex education in certain schools and colleges in California. Master's thesis, 1930. University of California, Berkeley. 81 p. ms.

This study shows that elementary schools to some extent have accepted sex education as a phase of the larger educative program. There is room for improvement both as to numbers offering instruction and to the establishment of a standard program. One-half of the high schools do not show sex education to be an integral part of courses; junior colleges have taken some recognition of sex education program, but full cognizance has not been taken of the subject by college administrators. Teacher training institutions report correlation with the biological sciences.

3612. **Theisen, W. W.** Do children learn through publicity? Nation's schools, 5: 41-46, July 1929.

"The evidence submitted should convince the most skeptical that publicity is a factor to be reckoned with in teaching even when used in a hit-or-miss fashion as it is to-day."

3613. **Thomas, Ralph Bell.** The influence of home environment as affected by the marital status of the parents upon the compulsory part-time pupil. Master's thesis, 1930. University of Southern California, Los Angeles.

3614. **Thrasher, Frederic M.** Research in educational sociology in 1929. Journal of educational sociology, 3: 503-508, 556-62, May 1930.

Gives lists of research projects developed during 1929 on social traits of school children, social backgrounds of the school child, social adjustments of the school child, social analysis of educational institutions, etc.

3615. **Warren, Jule B.** Interpreting the public schools. 1930. North Carolina education association, Raleigh. 48 p. ms.

An invaluable guide to school officials who desire to properly interpret the work of the schools. This handbook also contains a bibliography on educational publicity prepared by B. M. Farley of the National education association.

3616. **Wessel, Herman M.** Secondary school population in some of its social and economic relationships. Doctor's thesis, 1930. University of Pennsylvania, Philadelphia. 154 p. ms.

A study of the high school population of Cheltenham township. Findings: Differences of a sociological and psychological nature exist among the students of the secondary school. These differences tend to be narrowed as the grades advance, so that the last year of the high school has a more homogeneous group than the first. Three selective factors which seem to be operating are the intelligence of the children, the occupations of the fathers, and the ethnic origins. A further operation of this selectivity is evidenced by the enrollment in the curricula; that is, on the basis of these factors certain well defined groups can be found in each. This selectivity operates also in the statements of the pupils' plans for continued education.

See also 4, 454-456, 499, 1045, 1599, 1859, 3833, 4137, 4397, 4401, 4505-4566.

### CHILD WELFARE

3617. **Davis, Robert A.** Need for guidance in orphan homes. Elementary school journal, 30: 51-55, September 1929.

One thousand fifty-one children in grades two through eight, in six orphanages in central Texas were given Dearborn group intelligence tests, and Haggerty intelligence examinations. Children ranged in ages from six to 21. Only five per cent of the children are above normal according to Dearborn test; ten per cent as determined by the Haggerty test. Types of activities engaged in by children as part of their daily life were studied. Data indicate that there is no definite and purposeful attempt to train the children scientifically in types of occupations they will enter when they leave the institutions. As most of the children are in elementary school, vocational courses and vocational guidance should be given in elementary grades as well as in high school. Children could be trained in types of occupations which are commensurate with their intelligence, interests, and vocational aptitudes. In the institutions studied there is need for a more up-to-date record system including social and case records, physical and medical histories of the children, and the results of mental, trade and other tests.

3618. **Hoffer, Frank William.** Counties in transition. A study of county public and private welfare administration in Virginia. University, Va., Institute for research in the social sciences, 1929. 255 p.

Six counties were selected for this study, four with organized public welfare units and two without them. The study sought to analyze welfare laws and observe at first hand how these operate in concrete situations. Among the subjects investigated were foster homes for children, institutional care of children, juvenile courts, and character building recreational agencies.

3619. **Kelly, Moyne L.** School practices in 16 Texas orphanages. Master's thesis, 1930. Baylor university, Waco, Texas. 87 p. ms.

Extent, quality and character of schooling provided by Texas orphanages; how provided, adequacy of plant and relation with other schools were studied.

3620. **McAllister, Hilda Paukner.** A study of the nutrition of the children in the Soldier's orphans' home at Davenport, Iowa, and the State juvenile home at Toledo, Iowa, and its relation to health, 1926-1928. Master's thesis, 1929. University of Iowa, Iowa City.

3621. **Mautner, Bertram and Abbott, W. Lewis.** Child labor in agriculture and farm life in the Arkansas Valley of Colorado. Colorado Springs, Colo.. Colorado college, 1929. 158 p. (Colorado college publication, General series, no. 164, December 1929)

This is part of a state-wide study made in Colorado in the summer and fall of 1924 into conditions of child labor in agriculture. Part 3 deals with child workers and the schools, in respect to attendance, grade standing, etc.

3622. **Moody, Mildred C. and Westbrook, Elva M.** A survey of agencies working with and for children. Chicago, International council of religious education, 1929. 87 p. (Research service bulletin, no. 7)

A report of a survey of agencies, national in scope, working for the moral, religious, and civic welfare of children.

See also 3572, 4128.

#### RURAL EDUCATION

3623. **Adams, F. B.** A survey of the common school districts of three counties in the State of Minnesota. Master's thesis, 1929. University of Minnesota, Minneapolis.

3624. **Andrews, John Nelson.** History and present status of the rural cooperative movement in Texas. Doctor's thesis, 1929. New York university, New York, N. Y.

3625. **Atkinson, R. C.** The problem of rural and village school district organization in Ohio. 1930. Ohio institute, Columbus. 45 p. ms.

Analysis of effect of small school district organization on cost of conducting rural education and on taxing power behind the schools. Small districts interfere with efficient school organization, prevent establishment of school units of efficient size and greatly exaggerate inequalities in taxable wealth.

3626. **Baldrige, Chloe C.** Requirements for standardization of rural schools. Lincoln, Nebraska department of public instruction, 1929. 76 p. (Supplementary normal training bulletin, no. 2, rev. 1929)

3627. **Baldwin, Bird T., Fillmore, Eva A. and Hadley, Lora.** Farm children; an investigation of farm children in selected areas of Iowa. New York, London, D. Appleton and company, 1930. 337 p.

A study of Iowa child welfare research station investigators of two rural Iowa communities during a four-year period. The social, physical, and mental makeup of the children as well as the historical setting is portrayed. Various factors in the environment that influence the rural child's life, such as religious, educational, political, economic, and family attitudes are presented. Music and speech tests were used to discover the capacity of rural children. The methodology of the study is also given.

3628. Berg, A. C. A program of studies for the one-room school. Master's thesis, 1929. University of North Dakota, Grand Forks.

3629. Best, H. R. A study of publicity employed to increase rural pupil attendance in high schools. Educational research record (University of Nebraska), 2: 21-23, 26-31, October 1929.

The purpose of this study is to present types of publicity now employed to increase the attendance of rural pupils in high schools. The study is limited to schools whose enrollment in high school is not over 300. Data indicate that a continuous publicity campaign rather than a sporadic type of publicity is needed.

3630. Cook, Katherine M. Rural education in 1926-1928. Washington, United States Government printing office, 1929. 44 p. (U. S. Bureau of education. Bulletin, 1929, no. 18)

Advance sheets from the Biennial survey of education in the United States, 1926-1928.

3631. Dewey, Delmer B. Distribution of time per subject per grade in one and two room rural schools. 1930. Oregon normal school, Monmouth.

A study of 80 one-room schools; 23 two-room schools. Contains comparison with Ayres' study of distribution of time in city schools, and Armentrout's study of distribution of time in normal and teachers' college training schools.

3632. Donaldson, Grant H. A study of the community interest of Portage county with a view toward large high school centers. Master's thesis, 1930. Ohio state university, Columbus. 60 p. ms.

A study was made of the community interests of the county. These centers were taken as the natural high school centers.

3633. Dunn, Ione Henderson. Some contributions of private schools to the education of the mountaineers in Buncombe and Madison counties. 1930. Duke university, Durham, N. C. 90 p. ms.

A consideration of the contributions made by private schools in Buncombe and Madison counties, N. C., showing private schools as pioneers in education, preparing the way for the development of public students, and showing particularly the contributions made by the private schools of teacher training in the mountain counties.

3634. Emerson, D. W. and Hackworth, Lector. Handbook for rural teachers of Northeastern district, 1929-1930. 1930. Northeastern state teachers college, Tahlequah, Okla. 46 p.

One hundred and eighty-nine schools located in 10 different counties in Northeastern Oklahoma were studied. Findings: Every grade was below standard in reading, both silent and oral reading. The last testing indicated a great deal of progress made by each grade, the third grade having gone above standard in both silent and oral reading.

3635. Gaumnitz, Walter H. The smallness of America's rural high schools. Washington, United States Government printing office, 1930. 78 p. (U. S. Office of education. Bulletin, 1930, no. 13)

This study was limited for the most part to the schools which were located in the open country or in villages and towns of fewer than 2,500 population.

3636. Hatcher, O. Latham. A mountain school. A study made by the Southern woman's educational alliance and Konnarock training school. Richmond, Va. Garrett and Massie, Inc., 1930. 248 p.

Concerns itself with the school, the homes from which the children came to the school, their parents and the children themselves, particularly with the girls.

3637. Hausrath, A. H. A study of the reliability and validity of the community farm survey. Master's thesis, 1930. Iowa state college, Ames.

3638. Hushour, Wilbur C. Redistricting the school districts of Wayne county, Ohio. Master's thesis, 1930. Ohio state university, Columbus. 197 p. ms.

A study of the educational and financial inequalities in school districts, and the reorganization of schools on a county basis under one board of education. Conclusions: School districts should be organized into fewer but larger school districts; seven consolidated districts are recommended.

3639. **Kellam, William Porter.** Development of public education in Gullford county. Master's thesis, 1930. Duke university, Durham, N. C.

An effort to describe the organization of public education in Gullford county and trace its development and educational growth.

3640. **Kennon, Charles N.** A study of the schools of Kent county, Texas, with recommendation for reorganization and improvement. Master's thesis, 1930. University of Colorado, Boulder. University of Colorado studies, 18: 83-84, December 1930. (Abstract)

A survey was made of the schools of Kent county, and the records and reports of the Girard and Jayton schools were studied. The author recommends various changes which would give the children better educational advantages in the county schools.

3641. **Knight, Edgar W.** Ninety years of rural education in the South. 1930. University of North Carolina, Chapel Hill. Southern planter, January 1, 1930.

Shows progress and present problems of education in the rural South.

3642. **Lawrence, C. G.** Education in Elbert county, Ga. Master's thesis, 1930. University of North Carolina, Chapel Hill.

3643. **Lewis, Charles D.** Rural intelligence in relation to rural population. Doctor's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. Nashville, Tenn., George Peabody college for teachers, 1929. 88 p. (Contributions to education, no. 74)

Data were secured from 1,341 high school students, from 27 schools located in nine counties of three states. All of these schools were in Tennessee except two, one of which was in Virginia and the other in Kentucky. In the light of the evidence brought out by this investigation, it seems that the rural communities dealt with, tend to perpetuate themselves from their lower intelligence levels, and thereby give a downward trend to the average native ability of the succeeding generation. This tendency was not large, but was found in the evidence gathered. There are still many of superior intelligence born on the farms, and a fair proportion of these seem inclined to remain there.

3644. **Lineback, Clifford.** The need for reorganization of rural secondary schools of Howard county, Ind. Master's thesis, 1929. Indiana university, Bloomington. 185 p. ms.

3645. **Lott, Stanton Norris.** The development of education in Edgefield county, S. C. Master's thesis, 1930. University of South Carolina, Columbia.

3646. **Lotz, J. Wesley.** A partial index of relative educational advantage of the 10 rural high schools in Hardin county, Ohio. Master's thesis, 1929. Ohio state university, Columbus. 88 p. ms.

The general purpose of the study was to discover the relationship between size and efficiency of 10 rural high schools in Hardin county, Ohio. Findings: As the size increases, according to the study, efficiency increases. There is a positive imperfect correlation between each of the following factors and efficiency: Curriculum offerings; teacher specialization; graduate-freshman ratio, pupil-teacher ratio. There is a negative imperfect relationship between the following and efficiency of the school: length of school term, teacher training, and cost of instruction.

3647. **Meyer, Fred W.** A study of the educational achievement of pupils in the rural and graded schools of Smith county, Kansas. Master's thesis, 1929. University of Kansas, Lawrence.

3648. **Patton, D. H.** A proposed reorganization of the Highland county, Ohio school system. Master's thesis, 1930. University of Cincinnati, Cincinnati, Ohio.

3649. **Philippine Islands.** Bureau of education. Comparative achievement of the rural schools in grades three and four. Manila, P. I., Bureau of education, 1930.

Forty-seven divisions were covered in the survey, third and fourth grades (rural or barrio) and seventh grade, first, second, third, and fourth years (vocational). Only third

and fourth grade achievements are compared. Findings: The relative ranks of these divisions and the schools in terms of month below or above the normal achievement were secured.

3650. Pihlblad, Helge Ernst. A comparative study in high school achievement of children from rural and graded schools. Master's thesis, 1930. University of Colorado, Boulder. University of Colorado studies, 18: 97-98, December 1930. (Abstract)

Data obtained from nine high schools located in nine different counties in the state of Kansas, indicate that the graded school prepares its pupils for high school work better than does the one room school.

3651. Rabold, R. U. and Peters, C. C. How country pupils differ from town pupils. Journal of educational sociology, 3: 293-304, January 1930.

A study of 138 high school freshmen at Hollidaysburg, Pa. Tests, questionnaires, and score cards were used. All differences are given in means and standard deviation of means. Town pupils are superior to country pupils in 33 of the 39 measured ways.

3652. Rantz, Eddie Wilson. The development of education in Bamberg county, S. C., 1735-1925. Master's thesis, 1930. University of South Carolina, Columbia.

3653. Reynolds, Joseph B. A study of the South Carolina county superintendents of education. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 97 p. ms.

Conclusions: The county board method is the better way of selection; minimum educational training should be bachelor's degree including 18 semester hours of education in school administration and supervision, and three years of educational experience.

3654. Rooker, Bessie Alice. Development of public education in Warren county, N. C. Master's thesis, 1930. Duke university, Durham, N. C.

Traces the natural evolution of education on the basis of English colonial traditions, the important function of private schools in preparing the way for a public school system, and the tolerant attitude of an aristocratic tradition toward the development of negro schools.

3655. Shales, J. M. A study of mind-set in rural and city school children. Journal of educational psychology, 21: 246-58, April 1930.

A group of 20 questions were submitted to 464 children attending a typical school in the city of Buffalo, and to the same number of unselected rural children. The children were all elementary school pupils from the fourth to the eighth grade, inclusive. Data indicate that rural children have a pronounced rural set of mind, and that city children have a decided, characteristic urban type of mind-set.

3656. Templeton, Merrill Hart. A study of the curriculum and of pupil progress in seventh and eighth grades in rural schools and in cities of the third class in Kansas. Master's thesis, 1929. University of Kansas, Lawrence.

3657. Terrell, Marvin Tee. Some inequalities in the white schools of Saline county, Ark. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. Nashville, Tenn., George Peabody college for teachers, 1930. 106 p.

Findings: Inequalities existing are due to organization and administration.

3658. Thomas, D. H. Redistricting Delaware county school districts. Master's thesis, 1929. Ohio state university, Columbus.

A survey of Delaware county, Ohio, school districts was made by means of a questionnaire and personal visits to schools. Findings: Several schools are having considerable difficulty in financing their schools, due to the multiplicity of school districts. Larger units are recommended.

3659. Twining, Paul Ernest. A comparative study of academic efficiency of pupils in certain urban and one-teacher rural schools of Bourbon county, Kans. Master's thesis, 1929. University of Kansas, Lawrence. Reviewed by R. O. Russell in University of Kansas bulletin of education, 2: 18-20, October 1929.

Conclusions: When the groups were equated for chronological age, intelligence and grade in school, the results in the fourth grade favored urban students; the results in the eighth grade, however, favored rural students. The differences were not great.

3660. **Weber, Daniel Harry.** The status and evaluation of devices recommended by county superintendents for the improvement of rural instruction. Master's thesis, 1929. University of Nebraska, Lincoln. 81 p. ms.

Evaluation of 90 devices used in Nebraska by county superintendents, normal training teachers and rural teachers.

3661. **Whitehurst, Theodosia.** Vocabulary study of rural children of Mississippi beginning in school. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 118 p. ms.

3662. **Whittaker, Milo L.** Rural community organization. A comparative study of two rural communities in northern Illinois. DeKalb, Ill., Northern Illinois state teachers college, 1929. 38 p.

Two rural communities were compared to discover the value of community organization. Findings: The community that maintains an organized life is more efficient than one that does not.

3663. **Williams, Barnett Osborne.** The farm youth of South Carolina. Master's thesis, 1929. University of Virginia, Charlottesville.

3664. **Williams, J. D.** The standardization and classification of one-teacher rural schools. Master's thesis, 1930. University of Kentucky, Lexington. 80 p. ms:

See also 5-6, 8, 13, 20, 22, 24, 26, 30, 40, 42, 48-49, 87, 664, 691, 728, 783, 792, 834, 856, 886, 938, 1008, 1025, 1301, 1549, 1840, 1903, 1916, 1953, 1960, 1967, 1986, 2086, 2220, 2415, 2588, 2687, 2735, 2774, 2808, 2810, 2812, 2814, 2818, 2821, 2826, 2827, 2833, 2839, 2884, 2892, 2951, 2971, 2996, 3000, 3208, 3209, 3227, 3229, 3361, 3377, 3389, 3456, 3552, 3714, 3762, 4033, 4037, 4566, 4576, 4609, 4616-4617.

#### CONSOLIDATION AND TRANSPORTATION

3665. **Barnes, James A.** School transportation in Grand Forks county, N. Dak. Master's thesis, 1930. University of North Dakota, University.

3666. **Benich, Nay B.** Financial problems of rural school consolidation in Johnston county, Okla. Master's thesis, 1930. Oklahoma agricultural and mechanical college, Stillwater.

3667. **Bittikofer, F. G.** Super-consolidation of small high schools. Master's thesis, 1929. Ohio state university, Columbus. 70 p. ms.

3668. **Bunt, Richard H.** A study of special problems of consolidated schools which maintain a four year accredited high school. Master's thesis, 1930. University of South Dakota, Vermillion. 74 p. ms.

3669. **Burnett, Hugh.** A comparison of consolidated with one-teacher schools in the State of Kansas on the basis of age-grade data. Master's thesis, 1930. University of Colorado, Boulder. University of Colorado studies, 18: 50-51, December 1930. (Abstract)

The purpose of this study has been to compare consolidated schools with one-teacher rural schools in regard to age-grade data. Data were collected concerning 4,158 pupils from 37 consolidated schools, and 3,500 pupils in one-teacher schools in 15 counties. Findings: Retardation is slightly greater in the consolidated schools than in the one-teacher schools.

3670. **Butterworth, Julian E.** Transportation costs and conditions in New York. New York education, 17: 629-31, March 1930.

Gives data from the 180 districts of New York reporting on transportation to the State department of education, showing "longest distance transported"; cost per pupil (year, day, mile); types of vehicles; liability insurance carried; etc.

3671. **Callon, Albert McGee.** A score card and typical standards for school bus bodies. Master's thesis, 1930. University of Cincinnati, Cincinnati, Ohio. 92 p. ms.

Data for the compilation of standards were secured by questionnaires from 17 large companies engaged in manufacturing school bus bodies. Score sheets were made on the

14 points of bus construction and sent to 25 large companies engaged in manufacturing bus bodies, 100 superintendents of schools where buses are used, and 200 teachers of vocational agriculture, for scoring. A score card was made from a compilation of the scores sent in by these groups. Directions were given for the construction of the frame.

3672. **Connell, Wilbur Bliss.** The consolidation of rural schools in Jackson county. Master's thesis, 1929. University of Texas, Austin.

3673. **Covert, Timon.** An annotated bibliography of studies on consolidation and transportation, 1923-1929. Washington, D. C., United States Office of education, 1930. 24 p. ms. (Circular no. 9)

The studies included are limited, with a few exceptions, to those made during the six-year period 1923-1929.

3674. ——— Consolidation of schools and transportation of pupils, 1927-1928. Washington, D. C., United States Office of education, 1930. 2 p. ms (Circular no. 3)

3675. ——— Rural school consolidation. A decade of school consolidation with detailed information from 105 consolidated schools. Washington, D. C., United States Government printing office, 1930. 34 p. (U. S. Office of education. Pamphlet, no. 6, June 1930)

3676. ——— Time allotments in selected consolidated schools compared with time allotted in 49 cities and in selected schools of Utah. Washington, D. C., United States Government printing office, 1930. 10 p. (U. S. Office of education. Rural school leaflet, no 46)

Eighty consolidated schools are included in this study of which 50 per cent or more put the greatest amount of emphasis in the lower grades on language, reading, arithmetic, supervised play, and recess, and the least amount on spelling, penmanship, physical training, drawing and music. The majority of schools allot considerable time in the upper elementary grades to language, reading, arithmetic, history, geography and hygiene.

3677. **Crawford, Clyde E.** Some economic and educational factors involved in consolidation of schools in Hawaii. Master's thesis, 1930. University of Hawaii, Honolulu. 65 p. ms.

A study of costs and educational factors such as size of school in relation to consolidation. All factors point to the need for consolidation of many small schools in Hawaii.

3678. **Davies, C. T.** A study of the methods of transporting school children in certain consolidated school districts of Florida. Master's thesis, 1930. Duke university, Durham, N. C.

Aims to discover the various methods of providing transportation for school children in Florida; makes an intensive study of methods, costs, and conditions of transportation in four counties and recommends that method most desirable for Florida.

3679. **Duncan, Neal.** [Studies in pupil transportation] American school board journal, 79: 65-66, 147, July 1929; 43-44, 114, September 1929; 46-47, 146, November 1929.

The first article deals with the legal rights of school boards to use funds for pupil transportation, the second with the state laws relative to contracts for the transportation of pupils; and the third with state laws relative to methods of transporting pupils to school.

3680. **Green, George.** Consolidated high schools in Ohio. Master's thesis, 1930. University of Chicago, Chicago, Ill. 109 p. ms.

General statistical treatment of finances, facilities, curricula, and teaching personnel. Conclusions: Many consolidated districts are too small for efficient or economic operation.

3681. **Heskett, H. A.** Consolidated schools of Ohio. Master's thesis, 1930. University of Akron, Akron, Ohio. 50 p. ms.

History of consolidated schools from 1892-1930, with comparison and forecast of the future. Findings: The one-room school is doomed to extinction.

3682. **Hutchison, C. S.** Pupil transportation in Logan county, Ohio. Master's thesis, 1930. Ohio state university, Columbus. 62 p. ms.

Findings: Transportation in county is high and poorly administered.

3683. **Kellmer, Earl B.** The transportation factor in the centralization of the high schools of Logan county. Master's thesis, 1929. Ohio state university, Columbus. 75 p. ms.

A study of present transportation conditions with a suggestion for wider scale transportation, and estimation of cost. Findings: Transportation as proposed would be feasible from the standpoints of safety, distance, time and cost.

3684. **Lindsey, Morton Coll.** A study of bus transportation in consolidated schools with specific recommendations for the established consolidated school at Monsey, N. Y. Master's thesis, 1929. New York university, New York, N. Y. 133 p. ms.

3685. **Marshall, Delmer Bradford.** Unionization of elementary school districts of California compared with certain educational and financial factors. Master's thesis, 1930. University of California, Berkeley. 51 p. ms.

Investigates the question, "Is existing legislation permitting unionization of elementary districts of California of such character as to encourage unionization, and what are the measurable results of unionization of elementary school districts of California?" Findings: Legislation regarding unionization is permissive, rather than compulsory; there is no reward from the State as inducement to unionize.

3686. **Norman, Reuben Bruce.** A proposed plan for the consolidation of the schools of Wilbarger county, Texas. Master's thesis, 1929. University of Texas, Austin.

3687. **Payne, James O.** A statistical study of pupil transportation cost in the public schools of Oklahoma. Master's thesis, 1930. Oklahoma agricultural and mechanical college, Stillwater.

3688. **Pederson, P. E.** Determining certain activities of the Burnside consolidated school. Master's thesis, 1930. University of Minnesota, Minneapolis.

3689. **Pettus, B. P.** The consolidation of rural schools of Virginia with special reference to Albemarle county. Master's thesis, 1929. University of Virginia, Charlottesville.

The study gives an appraisal of the situation in Albemarle county and points out the necessity for consolidation of rural schools in the county.

3690. **Raines, George Merton.** Consolidation of high schools in Norfolk county. Master's thesis, 1929. University of Virginia, Charlottesville.

An evaluation of the situation as found in Norfolk county, Virginia, with recommendations for a program of consolidation.

3691. **Rees, Donovan William.** Administrative organization of consolidated schools in Western Kansas. Master's thesis, 1930. Colorado agricultural college, Fort Collins.

3692. **Rice R. S.** A comparison of consolidated and one-room rural schools. Master's thesis, 1930. Pennsylvania state college, State College.

A study of 700 pupils in Crawford county, Pa. On the whole consolidated schools proved superior, but the findings are not conclusive because not very consistent and based on too meager measurement.

3693. **Shegog, G. W.** Consolidated school project in central Guernsey county. Master's thesis, 1930. Ohio state university, Columbus. 137 p. ms.

Some aspects of consolidation of three townships in Guernsey county, Ohio. Findings: Consolidation would decrease the educational inequalities and lessen the cost of education.

3694. **Smale, John Gerard, jr.** A school unionization program for Madera county, Calif. Master's thesis, 1930. University of California, Berkeley. 187 p. ms. University high school journal, 10: 264, December 1930. (Digest)

A study of possibilities of consolidation in Madera county, Calif., based upon a consideration of the factors of climate; roads; total and school population; classification and

-progress of school children; school buildings and sites; analysis of financial conditions. Unionization program for Madera county is described.

3695. Taylor, L. C. Per pupil cost of instruction in 50 consolidated and 50 nonconsolidated schools of Iowa. Master's thesis, 1929. Iowa state college, Ames. 47 p. ms.

3696. Thrush, Torrance Harold. Centralization of schools about Fredericktown, Ohio. Master's thesis, 1929. Ohio state university, Columbus. 70 p. ms.

A study of finance, transportation, community interests and education inequalities. Findings: Four townships should be centralized at Fredericktown and could be operated cheaper than present schools.

3697. Tonkinson, Glenn E. A measure of transportation costs in consolidated schools. Master's thesis, 1930. University of Oklahoma, Norman. 112 p. ms.

3698. Warren, Russell E. The comparative cost of the different methods of motor transportation of school children in Indiana. Master's thesis, 1930. Indiana university, Bloomington. 35 p. ms.

3699. Wilson, W. K. and Ashbaugh, E. J. Achievement in rural and consolidated schools. Educational research bulletin (Ohio state university), 8: 358-63, November 6, 1929.

A comparison of the reading and arithmetic ability of pupils in consolidated and in one-room rural schools. Intelligence scores, reading and arithmetic scores were obtained from all pupils in grades three to eight inclusive in four consolidated and 50 one-room rural schools in five counties of Ohio. The results seem to be in favor of consolidated schools.

3700. Young, Arthur Lincoln. A plan for the consolidation of public elementary schools. Master's thesis, 1930. Yale university, New Haven, Conn.

See also 140, 2582, 3365, 3542.

#### COUNTY UNIT

3701. Covert, Timon. An annotated bibliography of studies pertaining to the county unit of school administration. Washington, D. C., United States Office of education, 1930. 16 p. ms. (Circular no. 12)

This bibliography includes more than 100 published studies pertaining to the county unit of school administration.

3702. Hinderks, Marvin E. The county unit school system as it would apply to Boone county, Iowa. Master's thesis, 1930. University of Iowa, Iowa City. 91 p. ms.

3703. Huff, Raymond. Development and operation of the county-unit system in New Mexico. Master's thesis, 1930. University of Colorado, Boulder. University of Colorado studies, 18: 76-77, December 1930. (Abstract)

The evolution of the county-unit system of school administration in New Mexico since 1912, and a comparison of school conditions under the district-unit system and the county-unit system. Data are based on the laws of New Mexico from 1912 to 1929, reports of state officials and the state educational association, and county school maintenance budgets of the 31 counties. The study shows the improved effectiveness of the schools under the county-unit in a number of respects, and also shows certain weaknesses in the system.

3704. Leech, Carl G. The county unit in school administration; its present status in the United States. American school board journal, 81: 37-39, 112, 114. August 1930.

This article outlines certain fundamental considerations concerning county-unit organization and administration as viewed by schoolmen and describes strong features and defects in such systems as they exist today.

3705. McClellan, Edward E. Possible economies in a county administration of schools. Master's thesis, 1930. Ohio state university, Columbus. 111 p. ms.

Administration of 22 local districts of Montgomery county, Ohio; showing economies under a single county administration.

3706. **Patton, David Hubert.** A proposed reorganization of the Highland county, Ohio, school system. Master's thesis, 1930. University of Cincinnati, Cincinnati, Ohio. 124 p. ms.

The author proposed to answer the needs in the organization of the typical Ohio counties by studying: economy and efficiency of the larger unit; administration and supervision; teacher training and classroom situations; curriculum and its enrichment. All data affecting the situation in Highland county were collected and classified with a view to determining a more efficient scheme of organization for the system of schools of the county. It was found that the larger administrative unit for the county is desirable and practical; the plan provided is more efficient for supervision and teaching; an enriched curriculum and broadened opportunity for all school youth is made possible; it is more efficient and economical. Before the plan can be executed, it will be necessary to educate the public. Every county should be analyzed and a definite and progressive procedure worked out.

3707. **Stiffer, Dale.** The status of the county superintendent in the State of Kentucky from the standpoint of the county unit. Master's thesis, 1929. Indiana state teachers college, Terre Haute. 73 p. ms.

A study of sex, salary, academic and professional training, educational experience, state and local requirements, and duties of the county superintendent, and a discussion of the desirability and undesirability of the county unit method of administration. Data on the professional training of county superintendents indicate that subjects taken before appointment did not prepare for position, but that subjects taken after appointment did prepare for the position. County superintendents are apparently in favor of the county unit method of supervision.

3708. **Taylor, James Custer.** A study of the Tennessee county boards of education. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 61 p. ms.

3709. **Vincent, W. D.** County unit. 1930. State board of education, Boise, Idaho.

See also 3638-3640, 3642, 3644-3647, 3652-3654, 3657-3658.

### MORAL EDUCATION

3710. **Bartlett, L. W., Hernlund, V. F., and Brighthouse, G.** Measurement of traits of students at the Y. M. C. A. college, Chicago. Y. M. C. A. college, Chicago, Ill. 1929-1930.

The purpose of this study was to obtain the present status of students as regards their response to certain trait measurements, and to consider the trait responses as indicators of probable fitness for the Y. M. C. A. secretaryship.

3711. **Bernadt, Alfred.** Character education in the public schools. Master's thesis, 1930. University of Rochester, Rochester, N. Y. 140 p.

Summarizes and evaluates 24 plans of character education now in use in the public schools.

3712. **Bratt, Wesley Reuben.** A study of the moral judgments of high school students. Master's thesis, 1930. University of Chicago, Chicago, Ill.

The moral judgments scores of high school students were studied in relation to chronological age, intelligence scores, sex, reading habits, occupation of parent, attendance at church, school, and at movies. A group of industrial school boys also were studied.

3713. **Brinker, Olivia.** An experiment to determine whether ideals can be taught by direct method in junior high school grades. Master's thesis, 1929. University of Denver, Denver, Colo. 92 p. ms.

An experiment with 670 junior high schools in a residential section of the city. Findings: Improvement will result in remedying conditions if each phase of the undesirable conditions is discussed with the pupils. It is necessary to keep a record of each pupil's reactions other than the discussion, because all do not take part, and those who do are the ones who need it least. Right concepts do not always result in right conduct. Class discussions increased pupil's judgment. Refinement in concepts results from a study of the situation.

3714. Britton, Logan. A comparison of rural and city school children in character traits. Master's thesis, 1929. University of Colorado, Boulder. 58 p. ms.

Findings: City children excelled in traits of final judgment, self confidence, motor inhibition, and interest in detail. City boys surpass city girls in self confidence, flexibility, motor inhibition. City girls exceed city boys in noncompliance, persistence, interest in detail, finality of judgment, speed of movement. Rural girls excel rural boys in finality of judgment, speed of movement, flexibility, freedom from load, coordination of impulses, interest in detail. Conclusions: Girls score higher than boys in volitional traits, because their maturing period of adolescence starts earlier.

3715. Buchanan, J. D. A study of the character-shaping influences on the Monmouth campus. 1930. Monmouth college, Monmouth, Ill. 74 p. ms.

A study of curriculum, religious provisions and agencies, the housing situation (fraternities and other), college activities, economic factors, the faculty and other factors. Information was obtained concerning the opinion of the students as to the cooperative influence of curriculum, extracurricular activities, etc., upon character and life.

3716. Campbell, William Giles and Koch, Helen Lois. Student honesty in a university with an honor system. *School and society*, 31: 232-40, February 15, 1930.

An extensive study of student honesty was conducted during the year 1927-1928 at one of the large state universities where an honor system had prevailed for many years. It was found that dishonest conduct occurred frequently; cheating on examinations increased with the scholastic advancement of the students; relatively more students trained under an honor system in high school cheated on their education course examinations in college than students who had been more closely supervised in their secondary school days, while students recognized that cheating was done, they still desired that the honor system be continued.

3717. Character education institution, Washington, D. C. Character education in elementary schools. Washington, D. C., National capital press, 1930.

Character education plan for elementary schools. Five essential factors for success are included.

3718. Cinnamon, Elsie. The effects of emotional conditioning upon the development of ideals in the adolescent years. Master's thesis, 1930. Rutgers university, New Brunswick, N. J.

3719. Clark, Edward L. (Portland, Oregon). Study of fair-mindedness in the Oregon institute of technology. [1930].

The Watson test. "A survey of public opinion on some religious and economic issues" was given to 60 students of the Oregon institute of technology, 20 of them being juniors and seniors in the College of engineering, 20 juniors and seniors in the College preparatory school, and 20 students of radio-telegraphy. The following tentative conclusions were made as a result of the test: First, students tend to become less prejudiced as they become more advanced in their education (this seems to be confirmed by the norms established by Dr. Watson); second, there tends to be less variation and prejudice as students work together in the same classrooms and toward the same general objective; and third, night school students in a narrow trade course seem to tend more toward prejudice than other groups of the same age and general education.

3720. Council of church boards of education. The testimony of college officials. *Christian education*, 13: 225-30, January 1930.

Information was sought concerning those forces on the college campus of most potent influence in the development of Christian character. Data were secured from nearly two-thirds of the colleges affiliated with the denominations holding membership in the Council of church boards of education. The composite picture of these colleges is one operated upon a Christian philosophy with a machinery set-up of its curriculum, religious services and activities to create an environment conducive to the development of Christian character.

3721. Cutright, Prudence, and Shoemaker, Ward. The incidence of certain elements in character education. 1929. Public schools, Minneapolis, Minn.

Relation of deceit, as objectively indicated by reaction of certain typical circumstances, to such factors as (1) knowledge of right and wrong; (2) home background

(culture, prosperity, etc.); (3) intelligence; (4) teachers' mark on character traits; and (5) chronological age, together with items of local interest (schools, etc.). Between 500 and 800 fifth and sixth grade children were involved.

3722. **Danforth, Laurence.** The measurement of personality, including a description and evaluation of certain tests of personality and character. Master's thesis, 1930. Boston university, Boston, Mass. ms.

3723. **Dimock, Hedley S.** An appraisal of behavior changes in boys at Camp Ahmek. Y. M. C. A. college, Chicago, Ill. [1930].

The purpose of the study was to ascertain the kind and extent of behavior changes which take place in boys during two months of camping experience.

3724. **Drake, Charles A.** A study of cheating in certain examinations. 1930. Adelphi college, Brooklyn, N. Y. 3 p. ms.

3725. **Dudycha, George J.** The moral and popular beliefs of college freshmen. School and society, 32: 69-72, July 12, 1930.

The purpose of this inquiry is to delve into the problem of moral and popular beliefs of college freshmen and to ascertain the extent to which freshmen believe or disbelieve certain moral propositions and popular notions. Data were secured from all freshmen who matriculated at Ripon college in the fall of 1929.

3726. **Geyer, Denton L.** Selected books on character education. Chicago normal college, Chicago, Ill. Chicago schools journal, 12: 293-97, March 1930.

The bibliography is grouped under the following headings: objectives, psychological aspects, teaching plans, character education abroad, miscellaneous.

3727. **Glasscock, Laird Varner.** Some character training projects in American public schools. Master's thesis, 1930. Boston university, Boston, Mass. ms.

3728. **Hanna, Dr. Joseph V., and Martin, A. J. S.** The development of a rating scale of personality traits of boys. Y. M. C. A., West side branch, New York, N. Y. [1930].

Parents, teachers, camp counsellors and others closely connected with each of the boys to be rated were provided with copies of a rating scale involving the personality traits.

3729. **Hartshorne, Hugh, and May, Mark.** Character education inquiry. Vols. II-III. Studies in service and self-control; the organization of character. New York city, The Macmillan company, 1929-1930. 559 p., 503 p.

3730. **Hausauer, Matilda.** A study of deception in elementary school children. Master's thesis, 1930. University of Buffalo, Buffalo, N. Y. 50 p.

A review of recent attempts and progress made in the field of character testing, and a study of deception in elementary school children under controlled conditions. The conclusions drawn show implications pertinent to moral training. The children who cheated least had previously practiced honesty in similar situations. Cheaters were always those who had the lowest scores. More cheating is associated with retarded pupils and is related to lower intelligence in retarded pupils. The study emphasizes the need of quantitative comparative data as a basis to future progress in character education.

3731. **Henry, Joseph Wray.** Character rating as a prerequisite for high school graduation. Master's thesis, 1929. University of Colorado, Boulder. 23 p. ms.

A study of the present status based on reports from 330 principals of Illinois accredited schools. Findings: Fifty-seven use character rating as bases, 225 schools make no attempt toward it; 98 schools make use of such ratings indirectly; 210 principals feel rating should be used; 76 feel it should not be used.

3732. **Herrick, Vergil E.** The determination of the relationship existing between knowledge of correct behavior and actual conduct. Master's thesis, 1930. University of Wisconsin, Madison.

3733. Howell, Mrs. Sue Craft. Certain character trait ratings as they relate to higher mental abilities. Master's thesis, 1930. North Carolina state college, Raleigh.

Findings: Character trait ratings of eighth grade pupils by three teachers were found to be rather consistent. These ratings gave valuable information and served as a basis for guidance and prediction. Mental and activity character traits were more closely related to mental ability than were the social and temperament traits. The two classes of traits yielded a correlation of  $.67 \pm .04$  with each other.

3734. Jackson, T. A. Errors in self judgment. Journal of applied psychology, 13: 372-77, August 1929.

Twenty-five subjects ranked one another in each of eight character traits. There is a significant positive correlation between intelligence and "ability to judge oneself."

3735. Jones, Vernon. Teachers manual "Character education through cases from biography." 1930. Clark university, Worcester, Mass.

This work is based on much experimentation.

3736. Jones, Willard T. Measuring deceit in secondary schools. Master's thesis [1930]. Syracuse university, Syracuse, N. Y.

From an experiment conducted with 90 high school students, it was found that girls cheat on class examinations more than boys; if a student cheats with one teacher there is a general tendency to cheat with all. There is practically no correlation between intelligence and deceit. Cheating runs by families.

3737. Kaplan, Hyman. A survey of the methods, procedures and materials in character education in use in the various public and private institutions throughout the United States with special emphasis upon their relation to play activities. Master's thesis, 1930. New York university, New York, N. Y. 168 p. ms.

A study of the varied types or organizations carrying on character building as one of the primary aims. An analysis, classification and evaluation of the methods, procedures and materials used (with illustrations). A growing tendency away from abstract virtues and toward a greater use of normal life situations for character building was noted. There is an increased use of a more varied program, with special emphasis on activities which offer opportunity for creative work; and a distinct tendency towards club or group forms of organization in character training.

3738. Kirsch, Rev. Felix M. Training in chastity: a problem in Catholic character education. 1930. Catholic university of America, Washington, D. C. New York city, Benziger brothers, 1930. 373 p.

Much of the book is devoted to sex instruction, when it was first introduced into the schools, experimenting with sex instruction in the schools, criticism of sex instruction, the need for it, what must be told, when, by whom and how.

3739. Leavers, C. E. A project for the developing of personality traits along with the teaching of technical skills in the New York institute of accountancy and commerce. 23rd Street Y. M. C. A., New York, N. Y. [1930].

Eleven instructors suggested 86 important character traits for development in the school.

3740. Lindeman, Carl V. The need of character training in the school shops. 1929. Public schools, Paw Paw, Mich. 17 p. ms.

The writer suggests a plan for developing character, traits and personal qualities.

3741. McKinney, Mother M. Rose. Instincts, habits, will as factors in character education of adolescents. Master's thesis, 1930. Loyola university, New Orleans, La. 38 p. ms.

3742. Mathews, C. O. A study of university students' attitudes toward academic honesty. 1930. Ohio Wesleyan university, Delaware.

A 37-item objective blank was constructed and utilized for obtaining students' opinions concerning conduct in specific situations. The blank is described along with the results of its use on a large number of college students.

3743. **May, Mark A. and Hartshorne, Hugh.** Recent improvements in devices for rating character. *Journal of social psychology*, 1: 66-75, February 1930.

This is one of a series of publications of the character education inquiry, which was conducted at Teachers college, Columbia university, in cooperation with the Institute of social and religious research.

3744. **Menegat, Paul Anthony.** State and city procedures in character education in public schools. Master's thesis, 1930. University of Oregon, Eugene. 208 p. ms.

Collection of material for reference or guide to making courses of study in character education for the public schools.

3745. **Mertens, Sister Arnoldina.** A study of the concept of obedience of children, grades I-IX, inclusive. Doctor's thesis, 1930. Loyola university, Chicago, Ill. 298 p.

3746. **Miller, Wendell LeRoy.** Character building emphasizing the control of tendencies resulting in action. Master's thesis, 1930. University of Southern California, Los Angeles, ms.

3747. **Nera, Venancio.** A program for moral education in the elementary grades. Master's thesis, 1930. Ohio state university, Columbus. 87 p. ms.

Formulation of a program for moral education in the elementary grades. Indirect moral instruction is recommended.

3748. **Park, Lillie Mal.** Character-forming elements in selected aspects of American history. Master's thesis, 1930. University of Nebraska, Lincoln.

Analysis of treatments accorded through characters in 10 selected high school texts for character implications which may be emphasized in the classroom.

3749. **Pittsburgh principals' club.** Committee on character training. Report of the committee on character training. *Pittsburgh schools*, 4: 196-222, May-June 1930.

Preliminary report, containing a selected bibliography.

3750. **Reilly, John Francis.** Development of character traits through playground activities. Master's thesis, 1929. University of Notre Dame, Notre Dame, Ind.

3751. **Rutt, E. J.** Enriching character content and social values in the Baltimore college of commerce. Baltimore, Md. [1930]

Questionnaires were sent to alumni asking how they have been helped, to the faculty asking their attitude on character content and social values, and to both for criticisms and suggestions. A series of staff conferences resulted in a reorganization of the course as a whole, of economics and English courses, and in increased attention in other courses to attendant learnings.

3752. **Savage, Ruth.** The development of leadership—followership as a part of character education in a school program of physical education. Master's thesis, 1929. New York university, New York, N. Y. 93 p.

3753. **Shipp, David Warner.** A study of direct moral instruction in the public schools of the United States. Master's thesis, 1929. New York university, New York, N. Y.

3754. **Simpson, Mortimer Louis.** The construction of character building curriculum for an elementary school. Master's thesis, 1929. New York university, New York, N. Y. 112 p. ms.

3755. **Skinner, Blanche.** A comparison of the character traits shown in history textbook biographies with the traits of good citizenship. Master's thesis, 1930. Colorado state teachers college, Greeley. 138 p.

3756. **Skinner, John K.** Cheating and stealing among high school students. Master's thesis, 1930. Northwestern university, Evanston, Ill.

3757. **Smith, Mary Lou.** Honesty and love of the home as taught by the American poets. Master's thesis, 1930. New York university, New York, N. Y.

3758. **Sufinsky, Stella.** Character building in the literature room. Educational method, 9: 280-88, February 1930.

Four classes in the seventh grade in Denver, Colo., schools, including children in X Y Z intelligence groups, were studied. The classes covered well-to-do Americans, middle-class Americans, one class of first and second generation foreign-born, and a class of colored children. The children listed their worst faults, and the characteristics liked and disliked in adults, boys and girls, the things they disliked most, and their heart's desires. After their faults, the teachers tried by interviews and the use of literature to help the children adjust their lives. A teacher who knows and loves her literature and her children can arrange such natural and fruitful contacts between the two that the stories and poems become sources of comfort and guidance, beauty and satisfaction.

3759. **Virginia polytechnic institute, Blacksburg.** A study of character education and influences at the Virginia polytechnic institute. 1930.

The study was a rather exhaustive one, made as an inventory of conditions that exist. It included a study of any influences apparent which seem to affect the character of students, such as faculty, methods, Y. M. C. A., churches, student body, military, barracks life, honor system, freshmen rules, etc. Some very personal data were secured. Findings are not to be broadcast and their use is in the hands of the President. A committee will be appointed to utilize the findings and to gradually bring about the most needed improvements.

3760. **Walter, Lester T.** Character education in the public schools of the District of Columbia. Master's thesis, 1930. George Washington university, Washington, D. C. 79 p. ms.

Questionnaire survey of practices in a typical city school system (Washington, D. C.)  
See also 148, 3595, 3799, 3808, 3841, 4438.

### RELIGIOUS AND CHURCH EDUCATION

3761. **Alden, Harry C.** The Evangelical Lutheran Trinity college of Round Rock, Tex. Master's thesis, 1929. University of Texas, Austin.

A history of the efforts of Swedish Lutherans in Texas to provide educational facilities under religious auspices for the young people of their church. A rapid survey of the settlement of Swedish people in Texas and of early efforts to found schools is followed by a history of the one institution founded by them in Texas.

3762. **Anderson, Victor C.** A study of certain factors which influence the religious activities of high school students in rural Mormon communities. Master's thesis, 1930. Brigham Young university, Provo.

3763. **Armour, Margaret Isabelle.** A survey of parent training activities of 45 Protestant Pittsburgh churches. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. University of Pittsburgh bulletin, 27: 218-19, November 1930. (Abstract)

3764. **Aus, George.** The philosophy of religion of Schleiermacher's *Reden* and its significance for religious education. Master's thesis, 1929. New York university, New York, N. Y. 140 p. ms.

3765. **Bates, Ralph Wesley.** The application of statistics to a problem in the field of religious education. Master's thesis, 1929. University of Denver, Denver, Colo. 65 p. ms.

The problem considered was to show that many church schools to-day are "slipsod" in their method (method being in terms of textbooks and their use), with the result that a higher degree of efficiency in terms of increased knowledge along the line desired is not found.

3766. **Beach, Lois.** Service activities in the religious education curriculum. Master's thesis, 1930. Yale university, New Haven, Conn.

3767. **Bear, Robert M.** The administration in university centers of religious work subsidized by the Board of Christian education of the Presbyterian church, U. S. A. Doctor's thesis, 1930. Ohio state university, Columbus. 561 p. ms.

Study was made of religious work carried on under Presbyterian auspices for students in state supported and independent institutions of higher learning located in 38 communities in 22 states; and of the factors in religious care of students in 42 Presbyterian colleges. Facts are given regarding types, administrative organizations, finances, program, personnel and equipment of university centers and historical development of the work. Proposals for future effort are developed in detail.

3768. **Becker, Elsa G.** A study of the experience of 61 Catholic groups in the United States with the Girl Scout program. Master's thesis, 1930. New York university, New York, N. Y. 65 p. ms.

A study of 61 groups in 13 states and 32 cities, representing the judgment of the Catholic hierarchy, lay administrators of a broadly representative group, Catholic schools and other institutions. General satisfaction with the program is shown. The need for supplementing the work of the church by providing wholesome recreation for adolescent girls is recognized. The outstanding needs are for trained volunteer leaders and for active support of clergy and sisters. The most recurrent criticism is that the program is too selective for general use.

3769. **Beran, Milo.** The objectives of the Presbyterian board of Christian education as shown by its organization and activities. Master's thesis, 1929. Northwestern university, Evanston, Ill.

3770. **Bierstedt, Paul E.** Reflective thinking in religious education. Master's thesis, 1930. Ohio state university, Columbus. 97 p. ms.

The purpose of this study was to construct a method of religious education upon the technique of reflective thinking, as conceived in the philosophy of John Dewey.

3771. **Bitzer, David Halston.** Stimulating reflection in religious education. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 94 p. ms.

Investigation of a new series of courses in religious education to determine their probable effectiveness in stimulating reflection. Problems are offered quite closely associated with the ones which an average class of pupils will meet in daily life.

3772. **Blough, William Herbert.** Student attitude toward the church. Master's thesis, 1930. Ohio state university, Columbus. 70 p. ms.

Measurement of student (college) attitude toward the church at a denominational and a state college.

3773. **Boetticher, Edward Louis.** A study of the budgets of the 37 Methodist Episcopal churches in Pittsburgh, Pa., with special interest in religious education. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. University of Pittsburgh bulletin, 27: 227-28, November 1930. (Abstract)

3774. **Brick, Abbie L.** A historical study of Westminster foundations up to 1928. Master's thesis, 1930. Presbyterian training school of Chicago, Chicago, Ill.

Historical study of all Presbyterian educational foundations and programs intended to serve college and university students in residence at state universities and other institutions of higher learning.

3775. **Case, Ralph Thomas.** A study of the placement in the curriculum of selected teachings of the Old Testament prophets. Iowa City, Iowa, The University, 1930. 54 p. (University of Iowa studies, 1st ser., no. 184, Studies in character, vol. II, no. 4, August 1, 1930.)

This study is based upon the data available in tests given to 2,655 children from grades 4 to 12, inclusive, in four representative communities in Iowa. The purpose was to find out how well they understood selected quotations of the Old Testament prophets. On the basis of the general comprehension of materials, a suggested placement of the passages used was outlined by mental ages.

3776. **Chute, William.** Old Testament studies for pupils of the fourth form. Master's thesis, 1930. Yale university, New Haven, Conn.

3777. Conrad, *Sister Mary Prudentia*. History and educational policy of the Sisters of the Most Precious Blood at O'Fallon, Mo. Master's thesis, 1930. St. Louis university, St. Louis, Mo.

3778. Consilia, *Sister M.* Catholic education in Nebraska. Doctor's thesis, 1930. Fordham university, New York, N. Y.

3779. Cornelson, *Bernice May*. A critical study of certain experiments carried on in an expanded educational program in the church schools of Los Angeles and vicinity. Master's thesis, 1930. University of Southern California, Los Angeles. ms.

3780. Crowe, *Mattie*. A comparative study of two courses in religious education. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn., 335 p. ms.

A comparison of 24 books bearing the imprint of the International lesson committee, published by Methodist Episcopal and Congregational churches. The trend in religious education is following closely, perhaps too closely, the trends in public school education.

3781. Cucycha, *George J.* The religious beliefs of college freshmen. *School and society*, 31 : 206-208, February 8, 1930.

All the freshmen who matriculated at Ripon college at the beginning of the school year 1929-1930 were subjected to a series of religious propositions during the registration period. Conclusions: College freshmen are much more inclined to believe than to disbelieve; they are not lukewarm in their beliefs.

3782. Davis, *L. V.* A survey of some of the activities of Hi-Y in Kansas during the school years 1926-1928. Master's thesis, 1929. University of Kansas, Lawrence.

3783. Davis, *Llewellyn Harmon*. A study of certain phases of religious education in the small church. Master's thesis, 1930. University of Southern California, Los Angeles. ms.

3784. Doggett, *Elizabeth St. Clair*. The correlation of religious and secular instruction in the southern states. Master's thesis, 1929. New York university, New York, N. Y. 110 p.

3785. Dolan, *James J.* The Church: the greatest educator. Master's thesis, 1930. St. Bonaventure's college, St. Bonaventure, N. Y. 18 p. ms.

3786. Elliott, *Errol T.* A comparative study of the conservative and the radical attitudes of college juniors and seniors as regards religious beliefs, superstitious beliefs, the conduct of women, and national loyalty. Master's thesis, 1930. University of Colorado, Boulder. *University of Colorado studies*, 18 : 57-58, December 1930. (Abstract)

This study is an attempt to get a cross section of the attitudes of college juniors and seniors in four major fields of thought. The questionnaire method was used in making the study. Data indicate that students are quick to assume radical positions in general statements but are really more conservative in actual social situations.

3787. Emery, *Mrs. Pearl Phillips*. How may the home aid in the religious development of the adolescent? Master's thesis, 1930. University of Wichita, Wichita, Kans. 181 p. ms.

3788. Faucette, *Louisa Norwood*. An appraisal of the life situation approach in religious education with special reference to the Christian quest program. Master's thesis, 1930. New York university, New York, N. Y.

3789. Fee, *Rev. John J.* The teaching of the Bible in elementary and secondary schools. Master's thesis, 1930. Catholic university of America, Washington, D. C. 59 p. ms.

3790. Floyd, *L. H.* The influence of the Presbyterians on education in North Carolina. Master's thesis, 1930. University of North Carolina, Chapel Hill.

3791. **Forster, Lena B.** A study of the promotion systems in the Protestant church schools of Cleveland, Ohio. Master's thesis, 1930. Northwestern university, Evanston, Ill.

3792. **Fort, John Brett.** Early religious education in the first Congregational parish of Norwood (1736-1900). Master's thesis, 1930. Boston university, Boston, Mass. ms.

\* 3793. **Friesenhahn, Sister M. Clarence.** Catholic secondary education in the Province of San Antonio. Doctor's thesis, 1930. Catholic university of America, Washington, D. C. 97 p.

3794. **Garvey, Mother Mary Agnes.** Optimal placement by grades of New Testament stories. Master's thesis, 1930. Loyola university, Chicago, Ill. 95 p. ms.

3795. **Geil, Milton George.** The construction and standardization of comprehension tests in religious education. Doctor's thesis, 1930. Northwestern university, Evanston, Ill.

3796. **Geis, Sister M. Angelina.** Ursullnes of the Convent of the Immaculate Conception, Louisville, Ky., as a factor in Catholic education from 1858 to 1930. Master's thesis, 1930. University of Notre Dame, Notre Dame, Ind. 82 p. ms.

3797. **Geist, Harrison D.** Educational influence of the church music in the light of history. Master's thesis, 1930. New York university, New York, N. Y.

3798. **Goan, Louis.** A study of the alumni of the Division of religious education of Northwestern university from 1919-1929. Master's thesis, 1930. Northwestern university, Evanston, Ill.

A detailed analysis of the vocational occupations and the training of the alumni of the Division of religious education at Northwestern, 1919-1929.

3799. **Gottschall, N. T.** A comparative analysis of the specified literature of Mohammedanism, Buddhism, and Christianity with a view to discovering the common elements upon which a program of moral and religious education for a mission school enrolling pupils from these faiths could be based. Master's thesis, 1930. Northwestern university, Evanston, Ill.

3800. **Grice, Homer Lamar.** The status of evaluation of vacation church school curricula. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 189 p. ms.

3801. **Guetzlaff, Magdalene Kathryne.** The intelligence and achievement of seventh-grade public and parochial school children. Masters' thesis, 1929. University of Colorado, Boulder. 140 p. ms.

Otto group intelligence scale, advanced examinations and Stanford achievement tests were used in four Catholic and one Lutheran school in Waterloo, Iowa. Findings: Median MA of public schools was 4.2 months below parochial schools. Median IQ of public school children 1.7 points below parochial school children. Educational ages of public school children were slightly higher than parochial school children. Evidence points to no great differences, but rather to similarities.

3802. **Gutman, Jacob.** An objective test in general knowledge of Judaism. Master's thesis, 1930. University of Minnesota, Minneapolis.

3803. **Hall, Egerton E.** Therapeutic value of religious experience. Master's thesis, 1930. New York university, New York, N. Y. 85 p. ms.

Value of religious experiences for health and happiness.

3804. **Hall, Ida Mildred.** Survey of the religious education facilities offered to the child of elementary school age in Wichita. Master's thesis, 1930. University of Wichita, Wichita, Kans. 130 p. ms.

3805. **Harper, W. A.** When is a college Christian? 1930. Elon college, Elon College, N. C.

This study seeks to discover the qualities of denominational, independent, and tax-supported institutions that entitle them to be regarded as builders of Christian character.

3806. **Heim, Ralph D.** Teaching values of the New Testament; a contribution toward their location and the determination of their adequacy for the curriculum of religious education. Doctor's thesis, 1929. Northwestern university, Evanston, Ill.

3807. **Henderson, Maude M.** Some problems in the religious education of young children as viewed by a selected group of parents. Master's thesis, 1930. University of Iowa, Iowa City. 43 p. ms.

3808. **Hightower, Pleasant Roscoe.** Biblical information in relation to character and conduct. Iowa City, Iowa, The University, 1930. 72 p. (University of Iowa studies, 1st ser., no. 186. Studies in character, vol. 3, no. 2. September 1, 1930)

The groups selected for this study were mostly public-school groups, but a few were included from schools for delinquent boys and girls. The grades studied included the seventh to the twelfth. Eleven thousand eight hundred thirty-one tests were administered. Conclusions: (1) Methods of Biblical instruction should be radically improved if we are to get desired results in character development; (2) if the Bible is to be a part of the school curriculum, as it now is in many states, it should be given a place at least equivalent to that of the other subjects; (3) better trained Sunday school or church school teachers are highly desirable; and (4) better curricular arrangement of Biblical materials is highly desirable.

3809. **Hoffman, Meinrod Louis.** Educational value of the Psalms. Master's thesis, 1930. University of Notre Dame, Notre Dame, Ind. 52 p. ms.

3810. **Hoffman, William S.** Religious census at the Pennsylvania state college. School and society, 32: 104, July 19, 1930.

3811. **Householder, Donald Howard.** The place of Evangelism in the church school (Sunday school) of a certain Protestant denomination, Methodist Episcopal Church South, in the Los Angeles district. Master's thesis, 1930. University of Southern California, Los Angeles. ms.

3812. **Hudson, H. C.** The influence of the Baptist on education in South Carolina before 1860. Master's thesis, 1930. University of North Carolina, Chapel Hill.

3813. **International council of religious education. Committee on religious education of adults.** A study of adult religious education. Chicago, Ill., International council of religious education, 1930.

The study includes a summary of the present objectives and current programs of 19 denominational boards, 27 state and provisional councils, and 24 city and county councils affiliated with the International council.

3814. **Johnson, Daniel S.** Religious education in the public schools. Master's thesis, 1930. Duke university, Durham, N. C.

3815. **Kaplan, Abraham.** Survey of the Hebrew parochial schools of New York. Master's thesis, 1929. New York university, New York, N. Y.

3816. **Kealy, Sister Mary Eugenia.** An empirical study of children's interests in spiritual reading. Doctor's thesis, 1930. Catholic university of America, Washington, D. C. Washington, D. C., Catholic university of America, 1930. 107 p. (Catholic university of America. Educational research bulletin, vol. 5, no. 4, April 1930.)

The study aims to suggest interesting spiritual reading material for children in the Catholic elementary school; determine the qualities that make books interesting to children; and show how ideals of conduct may be furnished to these children through the medium of spiritual reading. One hundred forty books were graded and distributed

among various grades in 14 schools, where 878 children took part in the experiment. Spiritual reading books which do not possess the qualities that make for interest in other books are not popular with children. The style in which the book is written, as well as its outward form, is very important.

3817. **Keesecker, Ward W.** Legal status of Bible reading and religious instruction in public schools. Washington, United States Government printing office, 1930. 29 p. (U. S. Office of education. Bulletin, 1930, no. 14)

Part of the work done at American university for the doctor's degree.

3818. **Kelly, Robert L.** Faculty attitudes toward religion. *Christian education*. 3: 3-11, October 1929.

The author made a study, in four colleges, to determine to what extent, if at all, the significance of religion was assumed and presented in the teaching of the institution. Comments of faculty members were taken up under the headings of: history, foreign languages, mathematics, biology, chemistry, English, philosophy and psychology, religion, economics and sociology, athletics, and administration.

3819. **Kendrick, Grace.** Occupational study of 13 rural directors of religious education. Master's thesis, 1930. Northwestern university, Evanston, Ill.

3820. **Klee, Brother Alexis.** The role of the pastor in the Catholic school system. Master's thesis, 1930. Rutgers university, New Brunswick, N. J.

3821. **Knott, Charles Stanley.** A purposeful psychology for religious education. Master's thesis, 1930. Boston university, Boston, Mass. ms.

3822. **Kotinsky, Ruth.** An analysis of case histories to identify the outcomes of the Y. M. C. A. educational work as reported by the educational secretary, 1929. National council of Y. M. C. A.'s, New York, N. Y. 11 p. ms.

Ninety "cases" from 21 associations were studied. Tabulation of types of outcomes identified were: changed attitudes toward religion, church, and religious organizations; changed educational attitudes and improvement in skills; changed social attitudes; improved social bearing and contacts; various aspects of personality development; vocational adjustment or advancement; sex adjustment; miscellaneous.

3823. **Lee, Beatrice Dsun.** The religious educational work of John Wesley. Master's thesis, 1930. Boston university, Boston, Mass. ms.

3824. **Lieberman, Abraham Irving.** A history of religious influences in the public schools of New York. Master's thesis, 1930. College of the City of New York, New York, N. Y. 58 p. ms.

Survey of legislative enactments, textbooks and other literary sources pertaining to the subject.

\*3825. **Limbirt, Paul M.** Denominational policies in higher education. Doctor's thesis, 1929. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1929. 242 p. (Contributions to education, no. 378)

Policies of denominational boards of education in support and supervision of church colleges; historical significance of certain 18th century developments; and suggestions for organization and program of boards.

3826. **Little, Lawrence Calvin.** Religious education in the Methodist Protestant church. Master's thesis, 1930. Duke university, Durham, N. C.

A study of the educational program of the Methodist Protestant church, based largely upon historical development of the educational movement in that denomination.

3827. **Livingood, F. G.** Eighteenth century Reformed church schools. Doctor's thesis, 1930. Harvard university, Cambridge, Mass. Norristown, Pa., Pennsylvania German society, 1930. 397 p.

A study of German Reformed church parochial schools in Pennsylvania during the eighteenth century. History of individual churches and summary chapters on organization, schoolmasters, finance, etc., are given. Findings: The educational work of this church paralleled other colonial education in Pennsylvania. Scope of work was much larger than historians have previously credited to it.

3828. Lord, Harry J. A study of the beliefs of church school teachers as factors in the teaching of religion. Master's thesis, 1929. Northwestern university, Evanston, Ill.

3829. Lorenz, Rev. Hubert A. An examination of certain basal text in religion used in the Catholic high school. Master's thesis, 1930. Catholic university of America, Washington, D. C. 96 p. ms.

3830. Lucia, Sister. Curriculum possibilities of the literature of the Old Testament. Master's thesis, 1929. University of Notre Dame, Notre Dame, Ind.

3831. Luedeke, Howard Louis. A study of age, attendance records and achievement records of parochial school pupils entering certain junior and senior high schools. Master's thesis, 1930. University of Cincinnati, Cincinnati, Ohio. 60 p. ms.

Three Ohio high schools were studied to see how pupils entering from parochial schools compared with other pupils in: age, attendance records, withdrawal before graduation, achievement in various subjects, grade in which they enter; and if they improve after they have attended public school for a while. Records of 229 parochial school pupils were compared with those of 261 control pupils, and data tabulated. Findings: The differences between the two groups are not so great as is popularly believed.

3832. McAninch, Ora Guy. A study of the correlation between the school success and the church activities of public school children of Noble county, Oklahoma. Master's thesis, 1929. Oklahoma agricultural and mechanical college, Stillwater.

3833. McDonald, Valcour Randolph. Social values of religious import in fifth grade school work. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 80 p. ms.

A comparison of the aims of religious education and general education, together with the observation of a fifth grade situation to determine whether social values of religious import may be inherent in fifth grade situation without introducing formal religious teaching. Findings: The aims of religious education and general education are identical in many respects. The fifth grade observed showed opportunity for the realization of many of the aims of religious education.

3834. McGowan, Robert. The Benedictine Fathers of the American Cassinese congregation as a factor in the educational life of the United States from 1846 to 1928. Master's thesis, 1929. University of Notre Dame, Notre Dame, Ind.

3835. McLeod, Marion Leola. The place of the Bible in American state universities. Master's thesis, 1929. New York university, New York, N. Y. 48 p. ms.

3836. Mallon, Wilfred. A survey of the educational efficiency of the Jesuit colleges in the Middle West. 1930. St. Louis university, St. Louis, Mo.

3837. Mary Louise, Sister. The junior high school in Cleveland and its feasibility in the Catholic school system. Master's thesis, 1929. University of Notre Dame, Notre Dame, Ind.

3838. Mayer, Otto. Life experiences and the new curriculum, a guide to objective observation. Chicago, International council of religious education, 1929. 23 p. (Research service bulletin, no. 6.)

A guide for those who wish to study the religious life of growing persons through direct observation of first-hand experiences.

3839. Mendenhall, W. W. A study of administrative provisions for the religious education of college students. Y. M. C. A., Indianapolis, Ind. 1929-1930.

This study seeks to find out to what extent college presidents or administrative officers assume responsibility for enriching the experiences of students to the end that college life may have character and religious by-products. Letters and questionnaires were sent to many college officers over the United States, in a selected list of 85 colleges; 65 colleges were represented in the findings.

3840. **Miller, Theodore Evan.** A survey of the week-day church schools of Allegheny county. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. University of Pittsburgh bulletin, 27: 338-39, November 1930. (Abstract)
3841. **Mills, John D.** A study of some aspects of the relation of religious education to moral character. Master's thesis, 1929. University of Kansas, Lawrence.
3842. **Murphy, Daniel J.** The National Catholic educational association and standardization. Master's thesis, 1930. Catholic university of America, Washington, D. C. 49 p. ms.
3843. **Nelson, T. H. and Kotinsky, Ruth.** Informal non-vocational educational offerings of the Y. M. C. A.'s. 1929. National council of Y. M. C. A.'s, New York, N. Y. 16 p. ms.
3844. **Ohlgslager, Maurus.** An investigation of the teaching of liturgy in Catholic high schools. Master's thesis, 1929. University of Notre Dame, Notre Dame, Ind.
3845. **Peckham, John L.** Archbishop Peckham as a religious educator. Doctor's thesis, 1930. Yale university, New Haven, Conn.
3846. **Peper, Mathilde.** Biblical teaching in women's colleges in the United States. Master's thesis, 1930. New York university, New York, N. Y. 120 p. ms.  
History of teaching; aims, content, methods and results of Biblical teaching in state, private and Protestant church colleges.
3847. **Presbyterian theological seminary, Chicago, Ill.** Comprehension on the part of selected young people with regard to figurative forms of religious language. Master's thesis, 1930.
- \* 3848. **Quinn, Sister M. Antonina.** Religious instruction in the Catholic high school. Doctor's thesis, 1930. Catholic university of America, Washington, D. C. 147 p. ms.
3849. **Raby, Sister Joseph Mary.** Christian education and the child-centered school. Master's thesis, 1930. Catholic university of America, Washington, D. C. 57 p. ms.
3850. **Ransom, Richard Bruce.** Southern Methodist school support in Virginia; a study of the effects of the composition and distribution of population in the counties and independent cities of the State. Doctor's thesis, 1930. New York university, New York, N. Y.
3851. **Reed, James H.** Some practical projects in the liturgical method of religious education. Master's thesis, 1929. University of Notre Dame, Notre Dame, Ind.
3852. **Reynolds, Paul A.** The teaching of Protestant Sunday school literature concerning Jews and Roman Catholics. Doctor's thesis, 1930. Cornell university, Ithaca, N. Y. 83 p. ms.
3853. **Rogers, Ralph H.** The modern belief in immortality and its use in current curricula. Master's thesis, 1930. Yale university, New Haven, Conn.
3854. **Ryan, John Joseph.** Religious and secular education—a Catholic viewpoint. Master's thesis, 1929. New York university, New York, N. Y. 79 p.
3855. **Schehl, Rev. Herbert A.** Capuchin educational activities in the United States. Master's thesis, 1929. Catholic university of America, Washington, D. C. 91 p. ms.
3856. **Scheuermann, W. M.** The development of criteria by means of which to evaluate the larger parish work in the Methodist Episcopal church. Master's thesis, 1930. Northwestern university, Evanston, Ill.

3857. **Shoemaker, Robert C.** The certification plan of the Y. M. C. A. and its influence on the educational preparation of Y. M. C. A. secretaryship. Master's thesis, 1930. Teachers college, Columbia university, New York, N. Y. 33 p. ms.

Exposition of early history, development and plan of the certification project and its influence on the educational preparation of the Y. M. C. A. secretary. Findings: Certification is but one educative means of improving the quality of young recruits. It has increased salaries, stimulated better educational preparation and should be encouraged.

3858. **Smart, Thomas.** Contributions of Henry Clay Trumbull to religious education. Master's thesis, 1930. Northwestern university, Evanston, Ill.

3859. **Smith, William Cooke.** The Mormons as a factor in the development of the public school system of Arizona. Master's thesis, 1930. Brigham Young university, Provo.

3860. **Smock, Jean.** A survey study of the educational program of the Edgewater Presbyterian church of Chicago. 1930. Presbyterian training school of Chicago, Chicago, Ill.

Detailed analysis of present organization and program together with historical narrative covering past 10 years.

3861. **Stillwell, E. H.** Studies in church history No. I; or "One hundred years of Baptist history in the Tuckosegee association." 1930. Western Carolina teachers college, Cullowhee, N. C.

A study of organization, pioneer preachers, early churches, discipline and rules, records, support, leadership, relation to education and community progress. The aim of this study was to show the early struggles of pioneer churches and the influence they had (and still have) on present-day religious and educational progress.

3862. **Stryker, Elsie Beatrice.** Religion as a means of man's development. Master's thesis, 1929. New York university, New York, N. Y. 91 p. ms.

3863. **Thorpe, Louis P.** A functional analysis of Seventh Day Adventist secondary schools. Master's thesis, 1930. Northwestern university, Evanston, Ill.

3864. **Tiffin, John Sommerville.** Church architecture with special reference to the educational program of the church. Master's thesis, 1929. New York university, New York, N. Y. 110 p. ms.

3865. **Urbach, William Fred.** The university pastor movement in state colleges and universities. Master's thesis, 1930. Yale university, New Haven, Conn.

3866. **Vanderslice, Annie E.** Religious education in the family. Master's thesis, 1930. New York university, New York, N. Y. 80 p. ms.

Conclusions: There is a definite need for religious education in the family which can be met by modern educational and religious ideas.

3867. **Van Natta, Sister Mary Angela.** Jesuit classical scholarship: Investigations in the field. Master's thesis, 1930. St. Louis university, St. Louis, Mo.

3868. **Vender, Melvin B.** Reactions of 1,045 Presbyterian young people to their church program. Master's thesis, 1929. Northwestern university, Evanston, Ill. 111 p. ms.

A scientific research based on an investigation among 1,045 Presbyterian young people with statistical tabulation and handling of data. Discovers data providing for the improvement of the program and the local church administration of young people's work.

3869. **Vieth, Paul H.** International standards in religious education. 1930. International council of religious education, Chicago, Ill.

Standards for the educational work of the church including Sunday school, vacation church school, week-day church school, and the several departments of the church school, viz, beginner, primary, junior, intermediate, senior, young people's and adult. Scoring manuals accompany each standard.

3870. **Wall, Ernest A.** Aesthetic approach in religious education. Master's thesis, 1930. New York university, New York, N. Y.

3871. **Wang, He-Chen.** Study on missions. Master's thesis, 1930. New York university, New York, N. Y.

3872. **Watson, Goodwin.** An approach to the study of worship made under auspices of National council of Y. M. C. A. *Religious education*, 24: 849-58, November 1929.

Comparison of seven experimental services presented to 200 adolescent boys, and rated by them for worshipfulness. Preference for emotional rather than intellectual elements was found. No significant differences among denominations were found.

3873. **Werner, Emily J.** The objectives of religious education. Doctor's thesis, 1930. New York university, New York, N. Y. 252 p. ms.

A survey of historical and contemporary objectives and of the social needs to-day; with a critical evaluation of objectives in the light of these needs.

3874. **Williams, J. A.** Philanthropic contributions to education through the senior Baptist colleges of North Carolina with especial reference to Wake Forest college. Master's thesis, 1930. Wake Forest college, Wake Forest, N. C.

Summary of data pertaining to finance, purpose, history and output of Wake Forest in comparison with other institutions of such rank in North Carolina.

3875. **Woodward, Luther.** Relations of religious influence and certain life patterns to the adult religious life. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y.

Data were collected by means of a questionnaire from 384 subjects, including a wide range of religious types. Data indicate that concept of religious education must be broadened and scope of its attention must be extended so as to include everyday experiences and the general atmosphere in which the child lives; attention to these matters must be coordinated with religious instruction and training; there is need for greater individualization in the educational process; a program of parental education is greatly needed; religious educators need additional professional training.

3876. **Young Men's Christian associations.** Research and studies II. Abstracts of enterprises within the Young men's Christian association, completed during 1929 or in process January 1, 1930. Prepared in connection with the annual conference on research, Spring Lake, N. J., March 16-18, 1930. 86 p.

See also 17, 50, 64-65, 69, 150-151, 168, 173, 178, 1374, 1757, 2361, 2589, 2893, 3228, 4321.

#### MANUAL AND VOCATIONAL TRAINING

3877. **Blackburn, Samuel Alfred.** The development of vocational education in Texas. Doctor's thesis, 1930. University of Texas, Austin.

3878. **Brahdy, Joseph.** Development of a unit of related drawing for electricians in an industrial high school. Master's thesis, 1930. New York university, New York, N. Y.

3879. **Brownman, David E.** Derivation of trade technical mathematics for plumbers in an industrial high school. Master's thesis, 1930. New York university, New York N. Y. 100 p. ms.

Determination of mathematical requirements from an accepted analysis of plumbing trade.

3880. **Burleigh, Ralph Wendell.** The status of the instruction of aeronautics in the schools of California. Master's thesis, 1930. University of Southern California, Los Angeles. ms.

3881. **Cantor, Ohio.** Board of education. Survey analyzing needs for vocational education. 1930. 83 p. ms.

3882. **Carter, Marvin L.** Determination of the subject material needed for high school shop in western Oklahoma. Master's thesis, 1929. Iowa State college, Ames. 64 p. ms.

Study of 200 questionnaires from patrons in 250-mile radius of Goodwell, Okla. (Panhandle district). A general shop or a shop of general mechanics would come nearer fitting the needs of patrons answering than the ordinary woodwork and drawing.

3883. **Cheney, Clark T.** A study of vocational farm mechanics courses in the high schools of the United States. Master's thesis, 1930. Iowa state college. Ames. 98 p. ms.

3884. **Clark, Hermon B.** A study of mechanical aptitude test in a trade school. Master's thesis, 1930. Massachusetts agricultural college, Amherst. 128 p.

The mechanical analysis tests of the General electric company were administered to about 500 students of the Vocational school, West Springfield, Mass. The results of this test are compared with the work in academic subjects, shop work, woodwork, automobile mechanics and electricity.

3885. **Coggin, George W.** Survey of evening textile classes. 1930. State department of public instruction, Raleigh, N. C.

A survey to determine the personnel of textile employees relative to: general education; tenure of work in textile and other industries; and effectiveness of trade and industrial program for past 10 years in textile and industry.

3886. **Cooke, Robert Locke.** Some contributions of the Lick and Wilmerding schools of San Francisco to the administration of vocational and secondary education. Master's thesis, 1930. University of California, Berkeley. 45 p. ms.

A study of the history of the Lick and Wilmerding schools of San Francisco in an attempt to show their contributions to vocational and secondary education. Findings: In their 36 years of existence these schools have definitely had a part in shaping the course of industrial school training as it has been developed in the United States. Furthermore, it seems evident that through the experience gained in these schools the director was able to make a valuable contribution to secondary education in helping to develop the germ of the junior high school and junior college.

3887. **Coover, Shriver L.** A study of the practice curves in learning the fundamental processes in the industrial arts. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. University of Pittsburgh bulletin, 27: 246-47. November 1930. (Abstract).

3888. **Cribben, Leo T.** A study of certain private and endowed schools offering trade and industrial education in New York State. Master's thesis, 1930. New York university, New York, N. Y. 181 p. ms.

Philosophy, entrance requirements, courses offered, tuition fees, and length of term for 24 New York state private schools.

3889. **Crichton, W. S.** A job analysis plan of teaching presswork at South high school. Omaha, Nebr., University of Omaha, 1930.

The study shows the plan of analyzing presswork into jobs so that the individual student may be assigned to partially complete tasks and carry them on for one period when the job is taken up by a second student, etc., until the job is completed. It is a description of the technique of analyzing presswork into unit tasks and the cooperation of students in carrying out each of the tasks.

3890. **Criley, Clifford F.** A job analyzation of the electric wiremen's trade for teaching purposes. Master's thesis, 1930. University of Kansas, Lawrence.

3891. **Curtis, John W.** Description and evaluation of a new training plan for tile setting apprentices. Master's thesis, 1929. University of Minnesota, Minneapolis.

3892. **Cushman, Frank, and Klinefelter, C. F.** Vocational training for air plane mechanics and aircraft engine mechanics. Federal board for vocational

Education, Washington, D. C. United States Government printing office, 1930.  
45 p.

Partial analyses of the trades with suggestions relative to the organization and operation of training courses.

3893. Denver, Colo. Public schools. Department of research. An analysis of certain shop courses in a Denver junior high school to discover exploratory values. 1929-1930.

3894. ———— Test results secured from 13 apprentices at the C. B. & Q. railroad shops. 1929-1930.

3895. ———— Vocational education in cities over 150,000—a questionnaire. 1930. 12 p. ms.

Vocational education carried on in buildings furnished by firms in cities over 150,000.

3896. Dickinson, Elaine. The arts and industries of Hawaii. Master's thesis, 1929. Teachers college, Columbia university, New York, N. Y. 42 p. ms.

3897. Eaton, Joseph J. (Yonkers, N. Y.). Related science of the carpentry trade. [1930?]

Shows the need of applied science for those who are not academically inclined.

3898. Eaton, Merrill T. A course in home mechanics based on current home practice. Master's thesis, 1929. Indiana university, Bloomington. 150 p. ms.

3899. Fall, R. B. Farm shop course of study. 1930. South Dakota state college, Brookings.

3900. Fisher, Herbert A. The machine and how it affects design. Master's thesis, 1930. New York university, New York, N. Y.

3901. Forman, William Orange. Opportunities for preparation for industrial life in New York City school system. Master's thesis, 1929. New York university, New York, N. Y. 44 p. ms.

3902. Freeman, Zanoni B. Correlations between the academic and shop records of 538 boys in the Henry Ford trade school. 1930. University of Michigan, Ann Arbor. 91 p. ms.

A study to determine relation between academic and shop ratings and factors influencing the relation; between shop practice and allied academic fields; between ratings of academic subjects alone; success in chosen fields; comparison of attitudes in school shop work to that in production after completing course. Findings: Some boys did uniformly good work in all subjects; others did good academic work and poor shop work; others reversed this, doing good shop work and poor academic work; few were poor in everything.

3903. Friese, John Frank. An analysis of industrial arts teaching and preparatory teacher training. Master's thesis, 1930. University of Wisconsin, Madison.

3904. Frost, Ellery Herbert. The activities of the automobile mechanic as a basis for curriculum-making. Master's thesis, 1930. University of Chicago, Chicago, Ill.

A study of the manual and intellectual activities of the automobile mechanic in the shop as a basis for building the shop course of study.

3905. Gaither, George W. Shop tool room methods [1930]. Department of education, Baltimore, Md.

Commercial shop methods and their application to school shops.

3906. Hahn, Emil. The functions and duties of the principal and administrative staff of a public industrial school for adolescents. Doctor's thesis, 1929. New York university, New York, N. Y.

3907. Hambrook, Robert W. Methods used in preparation of United States Government bulletin on Light frame house construction, technical information

for the use of apprentices and journeyman carpenter. Master's thesis, 1930. George Washington university, Washington, D. C. 85 p. ms.

3907. A study of light frame house construction. Development of plans and directions for building a light frame house: a curriculum study for journeymen carpenters applicable for high school classes.

3908. Harper, Herbert D. Suggested content for an industrial high school course in mathematics based on a job analysis of the house builders trade. Master's thesis, 1930. New York university, New York, N. Y. 120 p. ms.

This work includes problems on all phases of balloon frame construction and masonry.

3909. Haynes, Harold A. Pupil self-rating scales in applied electricity. Master's thesis, 1930. University of Chicago, Chicago, Ill. 80 p. ms.

Construction of three rating scales in electricity, used in classroom to determine effect on learning process, using a control and experimental group. Findings: Pupils profited by the use of the scales. Group using scales made more gain on making joints than group not using scales.

3910. Herold, Henry Danelle. The metal trades exploratory facilities present in the junior high school automobile shop. Master's thesis, 1930. University of Southern California, Los Angeles. ms.

3911. Heusch, E. L. Compilation of type instruction sheets being used in Ohio. State department of education, Columbus, Ohio. [1930]

3912. ——— and Greenly, Russell J. Survey analyzing needs for vocational education: Canton, Ohio. State department of education, Columbus, Ohio. [1930]

3913. ——— and Jacob, Ralph. Development of content in shop and related subjects in the automotive trades. State department of education, Columbus, Ohio. [1930]

3914. Hjorth, Herman. Principles of woodworking. Milwaukee, Wis., Bruce publishing company, 1930.

3915. Howell, Tillie Davis. The relation of interests to success in electrical and automotive-trades training. Master's thesis, 1930. University of Cincinnati, Cincinnati, Ohio. 80 p. ms.

One hundred seventy-seven boys in the Electrical trades school, and 269 boys in the Automotive trades school of Cincinnati, Ohio, were studied to investigate the relation of interests to success in trade training. Findings: Results in the Electrical trades school do not justify the assertion that the interest test can be used in this school as a measure of prediction. In the Automotive trades school the data seem to warrant the use of the test as an aid in guiding students whose likelihood of success or failure seems uncertain. In general, interest test scores should not be used alone for guidance purposes. Better guidance can be given with interest-test scores available than without them.

3916. Hubbard, Louis Herman. The place of vocational training as an objective of the woman's college. Doctor's thesis, 1930. University of Texas, Austin.

3917. Jackson, Clark L. Industrial arts in the small high school. Master's thesis, 1930. Ohio state university, Columbus.

A study of the small high schools of Franklin county, Ohio, and especially the Hillard high school. The general laboratory plan is recommended.

3918. Kirk, Earl. The place for wicker weaving in an industrial arts program. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 128 p. ms.

The study is an analysis of the content into its unit operations, survey of schools to determine the character of their work, and the investigation of literature to determine the relative importance of wicker weaving. Findings: The educational content is not so great as some other activities relatively not important; the most appropriate time for it is later junior high or senior high school; few of the operations need be taught; not much time need be devoted to it; should be given supplementary to other courses and requires little equipment for teaching.

3919. **Kiser, Carl D.** A study of a typical junior high school course in industrial arts for a city of 5,000 population. Master's thesis, 1929. Iowa state college, Ames. 80 p. ms.

Development of junior high school industrial arts course, showing scope, teacher, shop, equipment, course of study and suggested problems. Findings: Junior high school and industrial arts are well established for boys. The general shop is best for small schools; vocational guidance is necessary.

3920. **Kozacka, J. S.** Curricula in technical high schools. Master's thesis, 1930. University of Michigan, Ann Arbor. 76 p. ms.

Data were supplied by 32 technical schools. Findings: No uniformity in organization of grade schools; tendency seems to be toward 6-3-3 or 9-3 plan; there is uniformity of curricula; technical high schools stress mathematics, science, machinery and academic subjects more than other types of schools.

3921. **Landry, Herbert A.** A critical study of certain tests of mechanical ability. Master's thesis, 1930. Massachusetts agricultural college, Amherst. 111 p.

Four mechanical aptitude tests were given to some 400 students at the West Springfield high school and correlations worked between the results of these tests.

3922. **Larson, A. V.** The teaching of industrial subjects in Nebraska. Master's thesis, 1929. University of Minnesota, Minneapolis.

3923. **McGarvey, G. A. and Sherman, H. H.** Granite cutting. Federal board for vocational education, Washington, D. C. Washington, D. C., United States Government printing office, 1929. 251 p.

Specimen instruction material for use of apprentice and journeyman workers in the granite industry.

3924. **McKee, L. C.** A trade school curriculum in automobile mechanics and related subjects. 1930. Duke university, Durham, N. C.

Develops a plan for a vocational course in automobile mechanics with related subjects to be given on a part-time basis.

3925. **Magill, E. C.** Farm shop job sheets. 1930. Virginia polytechnic institute, Blacksburg. 80 p. ms.

Formulates clear-cut procedure and instructions for performing certain mechanical skills and jobs which are expected of good farmers.

3926. **Messer, Godfrey.** Organization of an industrial arts course for a typical Iowa high school. Master's thesis, 1929. Iowa state college, Ames. 43 p. ms.

This study is based on the opinions of 168 fathers of boys who were enrolled in the industrial arts classes in Iowa high schools.

3927. **Murphy, Ethel Mary.** Problem of teaching machine calculation in the senior high schools of Oakland. Master's thesis, 1930. University of California, Berkeley. 64 p. ms.

An effort to establish a defensible basis for reorganizing the course in machine calculation in the Oakland senior high schools.

3928. **Nickolls, Charles L.** An elementary course in natural gas. 1930. Oklahoma agriculture and mechanical college, Stillwater. Guthrie, Okla., Co-operative publishing company, 1930. 115 p.

Analysis, history and content material for instructional purposes.

3929. **Norberta, Sister.** A comparative study of the medieval apprenticeship system and the modern trade school system in the United States. Master's thesis, 1929. University of Notre Dame, Notre Dame, Ind.

3930. **Paine, Olive.** An experimental study of two methods of teaching manual arts in the first grade. Doctor's thesis, 1930. Yale university, New Haven, Conn.

3931. **Petermann, Robert J.** A survey of the present status of technical education in the metropolitan area. Master's thesis, 1930. New York university, New York, N. Y. 202 p. ms.

A study of technical education, preparatory and collegiate, within 100 miles of New York City, including a brief history, training courses, evaluation of agencies. Findings: Few publicly controlled institutions; increased curricula; length of courses for the various degrees increased.

3932. **Bhillips, William Earl.** Politics in industrial arts education in south-west Oklahoma. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 74 p. ms.

3933. **Platts, John M.** Industrial education survey of Fresno, 1926, and results three years later. Master's thesis, 1929. Stanford university, Stanford University, Calif. 90 p. ms.

Study of educational needs of certain leading trades; the provisions now supplied for meeting these, with definite proposals for meeting future demands.

3934. **Powell, E. C.** An attempt to teach appreciation for period styles in furniture. Master's thesis, 1930. Ohio state university, Columbus. 104 p. ms.

Covers approximately 26 periods from Egyptian to Duncan Phyfe. A professionalized study is made for teachers in industrial arts education.

3935. **Proffitt, Maris M.** The general shop. Washington, United States Government printing office, 1929. 27 p. (United States Department of the Interior, Education bulletin, 1929, no. 30)

3936. ——— Grading in industrial schools and classes, with an annotated general bibliography. Washington, D. C., U. S. Government printing office, 1929. 20 p. (U. S. Office of education, Industrial education circular, no. 28, December 1929)

3937. ——— Industrial education, 1926-1928. Washington, United States Government printing office, 1929. 24 p. (U. S. Bureau of education, Bulletin, 1929, no. 12).

Advance sheets from the Biennial survey of education in the United States, 1926-1928.

3938. **Santa Monica, Calif., City schools.** Stegquist mechanical aptitude tests. 1930. 4 p. ms.

These tests were given to all boys of the seventh grade. The main purpose in giving the tests was to make possible more effective educational and vocational guidance for boys in the seventh grade. The median score for 7-B group was 59.1, while the median for the 7-A group was 66.7.

3939. **Schultz, Leo C.** The place of home mechanics in the junior high school curriculum. Master's thesis, 1930. University of Iowa, Iowa City. 50 p. ms.

3940. **Sears, William Paul.** The roots of vocational education. Doctor's thesis, 1930. New York university, New York, N. Y.

3941. **Smith, Edward H.** Sheet metal work for trade extension classes. 1930. Public schools, Oakland, Calif. 81 p. ms.

3942. **Smith, Fred C.** Curriculum problems in industrial education. Cambridge, Harvard university press, 1930. 145 p. (Harvard bulletins in education, no. 16).

A study of men employed in the machinist trade in Cincinnati, Ohio, with a view to constructing a training program to upgrade them in their present employment. The group conference method was used. The training proposed has for its object supplementary training in related subjects rather than a development of manipulative skills. Understanding, attitudes, responsibilities, and ideals which will make a craftsman a better craftsman are considered.

3943. **Smith, Nevin J.** A prognostic study in the trade school. University of Pittsburgh school of education journal, 5: 84-89, March 1930.

It is the purpose of this study to determine how accurately achievement in the tenth year shop may be predicted from records of the ninth year. Data were obtained by

transcribing from school record books the grades of 293 vocational school pupils. Data indicate that records of the ninth year are not a valid basis for the prediction of achievement in the tenth year shop.

3944. **Smith, Victor J.** The organization of unit tests for industrial education classes. Master's thesis, 1930. Teachers college, Columbia university, New York, N. Y. 45 p. ms.

3945. **Sotzin, Heber Allen.** An industrial arts curriculum for grades 4-12, inclusive. Doctor's thesis, 1930. University of Cincinnati, Cincinnati, Ohio. 651 p. ms.

Findings: There is a great deal of confusion relative to the terminology employed in designating manual instruction in the schools; no list of objectives for the industrial arts will meet with universal acceptance. There are relatively few state and city courses of study in the field of industrial arts. School surveys have discovered little in the field of industrial arts to recommend. Textbooks in the field of education advocate extensive rather than intensive industrial arts work. Educational leaders criticize industrial arts on the grounds that they lack proper objectives, proper methods of teaching procedures, etc. Most industrial arts work is taken by pupils in the seventh and eighth grades and consists of woodwork and mechanical drawing. Those who have had industrial arts work can do much of the repair work about the home and its equipment, and many of them would select a larger amount of industrial arts work if they were repeating their school courses.

3946. **Spillers, William Horton.** A vocational survey of some of the smaller high schools in Fresno county. Master's thesis, 1930. Stanford university, Stanford University, Calif.

3947. **Stannard, Cedric.** The prognostic value of the Mac-Quarrie test for mechanical ability. Master's thesis, 1930. University of Southern California, Los Angeles. ms.

3948. **Stone, W. H.** Are shop courses in the junior high school of practical value? *Nation's schools*, 5: 45-50, April 1930.

An investigation undertaken to find out whether junior high school industrial courses explore the occupational fields that they aim to explore; whether the courses are organized and conducted with a view to discovering special aptitudes, interests and capacities; and whether use is made of the knowledge of the pupil and his abilities as revealed by the exploratory courses. Questionnaires were sent to 35 schools in Wisconsin, and to 10 other schools in seven other states.

3949. **Sweigert, Ray L.** A study of the vocational aspects of shop work in engineering colleges. Master's thesis, 1930. University of Iowa, Iowa City. 145 p. ms.

3950. **Templin, Roy Perrill.** A consideration of three phases of industrial education. Master's thesis, 1930. Boston university, Boston, Mass. ms.

3951. **Texas.** State board for vocational education. Trade and industrial education, suggestions and course of study. Austin, 1930. 41 p. (Texas. Department of education. Bulletin, vol. 6. no. 5, no. 271)

3952. **Ware, Noel C.** Job sheets, a course in machine shop practice. Master's thesis, 1929. Indiana university, Bloomington. 84 p. ms.

3953. **Whitney, F. L.** Vocational courses in junior colleges. 1929. Colorado state teachers college, Greeley. 3 p.

An analysis of the content of all of the courses offered by 14 vocational junior colleges and of the vocational content found in the course offerings of arts junior colleges.

3954. **Williams, John Franklin.** The development of vocational education in the State of Florida since 1918. Master's thesis, 1929. University of Florida, Gainesville.

3955. **Wood, J. Orville.** The development of printing education in the United States. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. *University of Pittsburgh bulletin*, 27: 410-11, November, 1930. (Abstract)

3956. **Woodward, Ruth.** Secondary aeronautical education. Master's thesis, 1930. University of Wichita, Wichita, Kans. 76 p. ms.

3957. **Woolley, Paul V.** Job sheets in elementary printing. Master's thesis, 1930. Indiana university, Bloomington. 141 p. ms.

See also 229, 1320, 1696, 1741, 2061, 2106, 2365, 2758, 4150, 4184, 4186, 4568, 4634; and under Agricultural education.

### EDUCATIONAL AND VOCATIONAL GUIDANCE

3958. **Akright, James Gladstone.** The administration of educational and vocational guidance in the Everett high school. Master's thesis, 1930. Stanford university, Stanford University, Calif.

3959. **Babb, Ralph Warren.** Developing practical guidance work. Nation's schools, 4: 49-52, December 1929.

A study of five groups of children who were pupils of the Lynn continuation school, Lynn, Mass.

3960. **Baldwin, Allison Roy.** A study of the initial employment of boys and girls between the ages of 15 and 20, in commercial positions, in the city of Salina, Kans., for the two-year period ending January 1, 1927. Master's thesis, 1929. University of Kansas, Lawrence.

3961. **Barnum, Cyrus P.** Life to the full: an experiment in personal counseling with college students. University Y. M. C. A., Minneapolis, Minn. 1929-1930.

An experiment begun in 1923. Of 100 sample cases, 37 men made contacts through the activities program, 20 were referred by faculty members, 13 by high school teachers, 13 by friends, 11 by pastors or other Y secretaries, 6 by miscellaneous agencies. The problems showed 21 related to home adjustment, 42 to educational adjustment, 54 to vocational and 33 to social adjustments; 17 involved finance and 14 religion. Number of interviews with each person ranged from three to nine.

3962. **Beckington, Olive Ruth.** The permanence of vocational interests of 207 high school graduates as indicated by their persistence in a subject of vocational significance elected in the ninth year. Master's thesis, 1929. Indiana university, Bloomington. 37 p. ms.

3963. **Bedford, James H.** Vocational interests of high school students. Berkeley, Calif., University of California, 1930. 55 p. (University of California. Vocational guidance series, no. 1, Division bulletin, no. 25)

A representative cross-section of the State was secured through a geographic sampling of 12 rural high schools. The vocational choices of the 1,211 high school students included in this random sampling were compared with the vocational opportunities open to them in the communities in which they are living, in the State of California, and in the United States as a whole. Measured by the criteria applied, the vocational interests of these students were found to bear no relation to the vocational opportunities open to them.

3964. **Beeson, Marvin F.** The organization of vocational guidance in a city of 60,000 inhabitants, based on a study in San Jose, Calif. 1930. College of William and Mary, Williamsburg, Va. 12 p. ms.

The study includes an investigation of the organization of vocational guidance in San Jose, Calif., as a basis for recommendations for the reorganization of the administration of vocational guidance. Findings: Recommendations were made that the work in educational and vocational guidance should be extended and systematized by establishing a Bureau of measurements and guidance with a director in charge and three vocational counselors as teachers of courses in "occupations" under his supervision. An office for the work and equipment for the bureau were discussed.

3965. **Boda, H. L.** A county guidance bureau for the schools of Montgomery county, Ohio. Master's thesis, 1930. Ohio state university, Columbus. 163 p. ms.

A study of the needs, possibilities, and limitations for organizing a central bureau of guidance experts to serve the schools of the county.

3966. **Bottenfield, E. O.** A program of educational guidance for high schools. Master's thesis, 1929. Urbana, University of Illinois, 1929. 30 p. (Bulletin, Bureau of educational research, University of Illinois, 1929)  
Contains the report of a study of guidance in a number of medium-sized Illinois high schools. A tentative program for such schools is suggested and applications of this made to larger and smaller schools. The data from the high schools studied indicate that students ordinarily elect one-half or more of their programs and that there is comparative need for guidance.
3967. **Brown, Clara M.** Experiment in the placement of college students. Master's thesis, 1929. University of Minnesota, Minneapolis.
3968. **Buchwald, Leona C.** Classes or occupations, course of study for junior high schools. Baltimore, Md. Department of education, 1929. 166 p.
3969. ———. Revision of guidance records. Baltimore, Md., Department of education, 1929.
3970. **Chase, Vernon E.** Face to face with the personnel. *Nation's schools*, 4: 21-25, July 1929.  
Gives some of the types of organized information that have been found helpful in dealing with the personnel problems in Fordson, Mich.
3971. **Cincinnati, Ohio. Public schools. Vocational bureau.** Annual report of the Occupational research and counseling division, September 1, 1928-June 30, 1929. 21 p. ms.
3972. **Cowen, Philip A.** How they make a living. *New York state education*, 17: 807-809, May 1930.  
Data for this study were secured from questionnaires (part of a study of the needs of pupils in small high schools). Agricultural and factory trades predominate in small communities, educational resources are limited, occupational careers of high school graduates and non-graduates differ widely.
3973. **Coxe, W. W. and Cowen, P. A.** Educational needs of pupils in small high schools. 1930. State department of education, Albany, N. Y. 92 p. ms.  
Forty small high schools of the State of New York were studied. Findings: Educational choices made by pupils show lack of adequate guidance. Describes the social, economic and occupational conditions in small communities and relates these to a desirable offering in the high school.
3974. **Dashiell, J. P.** Personality traits and the different professions. *Journal of applied psychology*, 14: 197-201, June 1930.  
A study was made of various personality traits as ranked by professors in the schools of medicine, commerce, teaching, engineering, and law at the University of North Carolina. Conclusions: In his opinion as to the general personal and character traits for success in his profession, a teacher preparing students for one profession is little more likely to agree with a colleague in the same line than with a teacher preparing students for a very different profession.
3975. **Denver, Colo., Public schools, Department of research.** Activities of the Junior counseling committee; Five case studies in guidance at Aaron Gove Junior high school; Guidance through physical education; Report of the survey of the personnel and organization of the guidance programs in Denver secondary schools, and in other cities; A report on guidance in a junior high school with special emphasis on group guidance; A survey of the counseling program of East high school with recommendations for future expansion. 1929-1930.
3976. **Dorr, Otto J.** An occupational survey. Gathering, compiling and interpreting occupational data in the city of Fond du Lac, Wis. Master's thesis, 1930. Colorado agricultural college, Fort Collins.
3977. **Elizabeth, N. J. Public schools. Vocational guidance in the Elizabeth public schools, with a suggested program.** 1929-1930. ms.

3978. **Everett, Edward W.** A study of occupations followed by former students in certain representative high schools of the San Joaquin Valley. Master's thesis, 1930. University of California, Berkeley. 36 p. ms.

A study to determine the occupations followed by 809 boys and girls who were freshmen in 14 high schools of the San Joaquin Valley in 1915; and to determine whether these occupations were followed inside or outside of the student's high school district. Inasmuch as more than one-third of the boys were found in agricultural pursuits, rural high schools of the district may well offer courses in vocational agriculture; being based on the enterprises most important in the high school district. Rural schools in the San Joaquin Valley, or in other similar districts, base their course of study around five major curricula: agriculture, home-making, commercial work, certain trade courses, and college preparatory work.

3979. **Farlinger, Esther E.** The present status of guidance in the junior high school of New York State. Master's thesis [1930]. New York university, New York, N. Y.

3980. **Fenton, Norman.** Experiences of the traveling child guidance clinic of the California bureau of juvenile research. California quarterly of secondary education, 5: 401-408, June 1930.

3981. **Fisher, Mildred Louise.** Building a cumulative pupil-record for use in public school guidance. Master's thesis, 1929. New York university, New York, N. Y.

3982. **FitzGerald, John Woodward.** Placing the college man in industry. Master's thesis, 1929. Cornell university, Ithaca, N. Y.

3983. **Foster, T. C.** Vocational guidance in rehabilitation. U. S. Federal board for vocational education, Washington, D. C.: Washington, D. C., U. S. Government printing office, 1930.

3984. **Gerberich, J. R.** The Arkansas educational guidance survey, spring 1930. University of Arkansas, Fayetteville. 5 p. ms.

Seniors from 39 of the larger high schools of Arkansas took educational guidance tests. Each student took three of the four tests, the first two were obligatory, the third was chosen on the basis of the course to be taken at college, or special interest of the pupil. In addition, each student filled out a personnel questionnaire. Letters of advice were sent to each student taking the tests, together with his grades.

3985. **Gillespie, F. Rodney and Brotemarkle, R. A.** Interpolated revision of college adult-level norms for personnel procedure. Journal of applied psychology, 13: 325-45, August 1929.

The study covers revision of norms for 13 tests.

3986. **Gillespie, Paul Smith.** A vocational survey of the graduates of Greeley high school, 10-year period, 1916-1925. Master's thesis, 1929. University of Colorado, Boulder. 57 p. ms.

From a questionnaire investigation as to what occupations graduates from 1916 to 1925 have entered and their reactions to their school work, it was found that 25 per cent have left the State; 88.2 per cent of the boys and 91.1 per cent of the girls went to college; 36.7 per cent of the boys and 30.3 per cent of the girls were graduated from college; 15 per cent of the boys followed father's profession; and 58 per cent decided careers in high school. Twenty-five per cent were dissatisfied.

3987. **Gooch, Lullie M.** Occupations engaged in by the graduates of Main Avenue high school of San Antonio, Tex. Master's thesis, 1930. University of Colorado, Boulder. University of Colorado studies, 18: 65-66, December 1930. (Abstract)

A questionnaire investigation was carried on with high school graduates to determine the kinds of occupations engaged in; mode of securing positions; number of jobs held and tenure; beginning and present salaries; traits leading to promotion; changes desired; school subjects that have aided in business; supplementary training necessary. Data were collected from 429 girls and boys representing the classes for the years 1926 and 1930 (January class). Seventy-four different occupations are represented by the respondents.

3988. **Gould, Silas Elias.** Subject and occupation choices of high school students. Master's thesis, 1929. University of Colorado, Boulder. 146 p. ms. Questionnaire investigation of four large Colorado high school systems offering a large choice of elective subjects. Factors influencing choice were: aid in making a living; advice from parents and others; ability to make good marks; advice from superintendent or principal; and reputation of subject. Little sex difference in choices was found.
3989. **Hannah, Stanford.** Vocational guidance in the small high schools of California with particular reference to the Mendocino high school. Master's thesis, 1930. University of California, Berkeley. 88 p. ms. Ascertains the extent and status of vocational guidance in the small high schools of California, and suggests possibilities, methods and forms for use in such high schools.
3990. **Hannay, Frances S.** A study of the success of the criteria for guiding pupils who wish to enter college preparatory courses. 1930. Public schools, Alhambra, Calif. 5 p. ms.
3991. **Hannbn, Bess Adelia Lee.** A vocational guidance survey of occupational opportunities for men in telephony. Master's thesis, 1930. University of Southern California, Los Angeles. ms.
3992. **Hansen-Tybjerg, Chairman.** Differences in the talents and abilities of young people. *Journal of applied psychology*, 13: 451-68, October 1929. A series of tests were given 238 apprentice printers or compositors in Copenhagen, Denmark. The tests show whether or not the apprentice has talent for the trade.
3993. **Hatfield, Malcolm Keith.** Present organization of personnel work in representative institutions. Master's thesis, 1929. University of Notre Dame, Notre Dame, Ind.
3994. **Hedge, John W.** An evaluation of certain guidance procedures. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. *University of Pittsburgh bulletin*, 27: 288-89, November 1930. (Abstract)
3995. **Hendry, Charles E., and others.** Selection of camp leadership. Y. M. C. A., Kenosha, Wis. 1929-1930. Unusual blanks have been devised involving college interests, significant reading, judgment in handling camp situations. A rating scale is used in securing references about counselors.
3996. **Heusch, E. L. and Paine, H. N.** Compiling surveys of continuation pupil employment for Northwestern Ohio: cities of Toledo, Mansfield, Fremont, Findlay and Lima. [1930] State department of education, Columbus, Ohio.
3997. **Hinderman, Roy A.** Evaluating and improving guidance services. *Nation's schools*, 5: 47-52, March 1930. This study is concerned primarily with the development of a scientific measuring device for use in the intelligent evaluation and improvement of guidance services. A survey was conducted by the questionnaire method in 259 cities in the United States having a population of 20,000 or more.
3998. **Hiss, Mary E.** A study in guidance of college students who must earn money during their course. Master's thesis, 1930. Johns Hopkins university, Baltimore, Md. 30 p. ms. The study is limited to the territory of the Southern association of colleges and secondary schools.
3999. **Jacobs, Helen.** A bibliography of biography useful in counseling and guidance. Master's thesis, 1930. University of California, Berkeley. 63 p. ms. A bibliography of biography useful in guidance toward the selection of a vocation. Two hundred books or articles are listed giving a prominent place to the career of some individual.
4000. **Jordan, Riverda H.** Education as a life work. New York, Century company, 1930. 303 p.

4001. **Kay, Edith W.** The nature and distribution of college personnel activities. Master's thesis, 1929. University of North Dakota, Grand Forks. School of education record of the University of North Dakota, 15: 187-91, March 1930. (Abstract)

Compares personnel work in industry with that in colleges, and formulates an efficient organization for the handling of the personnel problem in the small college of chemistry. The thesis includes a collection of record forms used in the University of North Dakota, and charts illustrating the present and proposed plans, office arrangement, industrial plan, and other materials which support the problem.

4002. **Kern, Mary Margaret.** Vocational intentions of "Mortar board" seniors. *Personnel Journal*, 8: 266-70, December 1929.

A survey was made of 281 Mortar board seniors in 33 colleges to learn their attitude towards their choice of a career, the financial aspects of their choice, and their appraisal of their own qualifications for occupations. For this group of girls, qualifications which would be of commercial value are few. Data indicate the need for more concrete vocational guidance.

4003. **Kitson, Harry Dexter.** Does general mechanical aptitude exist? *Industrial arts and vocational education*, 19: 215-19, June 1930.

A critical survey of the leading tests used for the measuring of mechanical aptitude. It was found that few of them satisfied the demands of scientific method as to reliability and validity. These results cast serious doubt on the validity of the concept "mechanical aptitude."

4004. ——— Investigation of vocational interests among workers. *Psychological clinic*, 19: 48-52, April 1930.

Report of the use of a scale for investigation of the degree to which a worker likes his vocation. Figures reported referred to 247 teachers, 140 graduate nurses and 28 policemen. Facts regarding age at which these persons decided on their vocation were also disclosed, leading to definite conclusions regarding the significance of age in making one's choice of vocation.

4005. **Kopf, Helen M.** Present vocation of alumni who were honor students, 1930. Piqua high school, Piqua, Ohio.

This is a check on the choice of vocation of 73 honor students. Findings: 26 per cent became teachers, 30 per cent entered business, 33½ per cent continued schooling, and 4 per cent entered professions.

4006. **Krugman, Morris.** Adjustment problems of employed boys. Doctor's thesis, 1929. New York university, New York, N. Y.

4007. **Lehman, Harvey C. and Witty, Paul A.** The constancy of vocational interest. *Personnel Journal*, 8: 253-65, December 1929.

This article summarizes the findings and the conclusions of several previous investigators of the permanence of vocational interest; and presents tabulated data of the choice of future employment in four diverse occupations secured from 7,000 school children at each of the age levels from 8.6 to 18.6.

4008. **Lewis, Howard G.** The administration of a guidance program in a large high school. Master's thesis, 1930. Brown university, Providence, R. I. 119 p. ms.

Report of practices in the field of educational and vocational guidance in the larger cities of the country having organized guidance programs. Findings: Student counselor is a specialized worker in larger schools, doing little or no classroom teaching; number of pupils in charge of one adviser is extremely variable, from 30 to 3,000; personal interview is the primary means of guidance; vocational placement is commonly a part of the school's guidance program.

4009. **Limp, Charles E.** Some scientific approaches toward vocational guidance. *Journal of educational psychology*, 20: 530-36, October 1929.

The author describes work done at the University of Minnesota in predicting success or failure in college at the time of entrance. He also describes a study made at the University of Illinois of data secured from about 12,000 seniors in high schools. The problem studied was to find out whether ability to do shorthand and typewriting could be predicted.

4010. Long Beach, Calif. Public schools. Department of research. Occupations for high-school graduates based upon a study of the class graduating at Polytechnic high school in 1924. [1930] 8 p. ms.

If the curriculum of Long Beach is to be guided by vocational considerations, the semiprofessional, business, domestic and personal service, transportation occupations, and certain of the more stable manufacturing and mechanical occupations should receive serious consideration. It seems probable that the curriculum offers sufficient in the way of preparation for the higher professional occupations.

4011. Lord, J. Milton. Evolution of the personnel movement in the public schools of the United States. Master's thesis, 1929. New York university, New York, N. Y. 35 p. ms.

4012. Ludington, Don-Clifford. Presenting occupational information in an industrial arts program. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 76 p. ms.

Investigation and analysis of the work of carpenters, machinists and automobile mechanics.

4013. McCabe, Martha R. List of references on vocational guidance. Washington, U. S. Government printing office, 1929. 21 p. (U. S. Bureau of education. Library leaflet, no. 36)

4014. MacCarthy, Constance Frances. Guidance in colleges and universities. Master's thesis, 1930. Boston university, Boston, Mass. ms.

4015. McKinney, Katharine M. Analysis of researches in educational guidance in secondary schools. University of Pittsburgh school of education journal, 5: 77-83, March 1930.

This study had as its purpose the selection and analysis of available researches in educational guidance in secondary schools. Sixty-nine studies were found which met the delimitations proposed from 1918 to 1925. Eighteen major problems stand out in the summarized researches.

4016. Mangan, Catherine C. A study of the vocational adjustments of 50 men graduating from grammar school in 1918. Master's thesis, 1929. Catholic university of America, Washington, D. C. Social science monographs (National Catholic school of social service, Washington, D. C.), 1: 18-25, September 1929.

Fifty men were interviewed 11 years after grammar-school graduation. The school played but a small part in placing the boys and offered no information concerning industrial conditions or training necessary for any particular work. Its benefits were mainly accidental.

4017. Marcell, Clifford Earl. Vocational histories of printers of the State of Minnesota. Master's thesis, 1929. University of Minnesota, Minneapolis.

4018. Miller, Clair E. The evaluation of N. guidance factors in reference to high-school boys. Master's thesis, 1930. University of Iowa, Iowa City. 144 p. ms.

4019. Moise, Marian. The radio worker in New Orleans—vocational information monographs no. 3, 1930. High school scholarship association, New Orleans, La. New Orleans, La., Herbert B. Holmes company, inc., July 29, 1930. 11 p.

The opportunities in the radio field in New Orleans, for the information of the children in the New Orleans public schools.

4020. Mossler, John Daniel. A study of the vocational choices of the high-school pupils of Harrison county, Ind. Master's thesis, 1929. Indiana university, Bloomington. 113 p. ms.

4021. Mueller, Alfred Don. A vocational and socio-educational survey of graduates and non-graduates of small high schools of New England. Genetic psychology monographs, 6: 313-95, October 1929.

A study undertaken with a view to obtaining a cross-sectional view of the in-school and the out-of-school life of the graduate and non-graduate of the small high school of New

England. The investigation embraces all students who entered 26 representative small high schools of New England during the period of 1910-1914, inclusive. The total number of cases upon which conclusions were drawn was in the vicinity of 1,800.

4022. Munzenmayer, L. H. Guidance records. [1930] (State department of education, Columbus, Ohio.

4023. Murphy, Fred. School counselors in the secondary schools of Hawaii. Master's thesis, 1930. University of Hawaii, Honolulu. 56 p. ms.

A study of values, duties and qualifications of secondary school counselors.

4024. Murray, Stephen M. Vocational scouting. Master's thesis, 1929. University of Notre Dame, Notre Dame, Ind.

4025. Myers, George E. A standardized course in vocational guidance. 1930. University of Michigan, Ann Arbor. ms.

An inquiry into the desirability of a standardized introductory course in vocational guidance and what should be its content, if desirable.

4026. Nanninga, Jacob J. A study of constancy in the vocational choices of certain sixth grade pupils. Master's thesis, 1930. University of Kansas, Lawrence.

4027. Nelson, T. H. and Kotinsky, Ruth. A study of personnel and guidance practices in Y. M. C. A. schools. 1929. National council of young men's Christian associations, New York. 10 p. ms.

A study of types of contacts through which personnel factors are discovered; procedure in discovering students' individual needs; types of contacts considered most fruitful in personnel opportunities; ranking types of personnel service according to their usefulness; tabulation of major problems in sensitizing faculty and staff to individual needs of students; and organization of personnel service.

4028. Nettels, C. H. Guidance of junior high school entrants, 2 p. ms.; Individual guidance in junior high school, 3 p. ms.; Individual guidance in senior high school, 2 p. ms. Public schools, Los Angeles, Calif. 1930.

4029. Noe, Howard Ray. Geographical and occupational survey of the graduates from the Seymour, Ind., high school as compared to present vocational choices of high school pupils. Master's thesis, 1929. Indiana university, Bloomington. 112 p.

4030. Novotny, Marcella. The functioning of vocational guidance in a continuation school. Master's thesis, 1930. College of the City of New York, New York, N. Y. 44 p. ms.

Survey utilizing observation and participation of the factors operating in the New York City schools.

4031. O'Rourke, L. J. The use of scientific tests in the selection and promotion of police. Annals of the American academy of political and social science 146 : 147-59, November 1929.

4032. Paine, Joseph C. Occupational information and trade knowledge for industrial arts course in woodworking for junior high schools. Master's thesis 1930. New York university, New York, N. Y. 132 p. ms.

4033. Paulus, Albert J. Certain factors limiting the educational careers of farm boys. Doctor's thesis [1930] Cornell university, Ithaca, N. Y.

Records of 815 farm boys in the senior classes of the New York high schools, 1929, and causes of elimination from educational careers, vocational choices and basis of changes.

4034. Pender, Archie Morton. Vocational survey of the graduates of the Madison high school, Madison, Ind. Master's thesis, 1929. Indiana university, Bloomington. 222 p. ms.

4035. Pfeister, Sevilla. The elementary school counselor. Master's thesis 1930. University of Akron, Akron, Ohio. 65 p. ms.

Historical sketch of the guidance movement. The need, place, preparation and duties of an elementary school counselor. Findings: There is a need for an elementary school counselor in our school system.

4036. **Ray, J. Edgar.** Analysis of the bricklaying trade for instructional purposes. Master's thesis, 1930. Iowa state college, Ames. 406 p. ms.

4037. **Reitz, W. W.** A vocational guidance program based on the needs and resources of a rural community. Doctor's thesis, 1930. Cornell university, Ithaca, N. Y. Ithaca, N. Y., Cornell university, 1930. 23 p. (Abstract)

4038. **Ryan, Catherine Agnes.** The development and present status of vocational guidance in Chicago. Master's thesis, 1930. Loyola university, Chicago, Ill. 70 p. ms.

4039. **Samuel, Helen.** The guidance record card. 1930. George Washington university, Washington, D. C. 120 p. ms.

Evaluation by competent judges of 218 items occurring most frequently on 55 guidance records in use. Recommends a list of items for guidance records, a minimal list and a list for comprehensive card.

4040. **Scudder, Charles Roland and Raubenheimer, A. S.** Are standardized mechanical aptitude tests valid? *Journal of juvenile research*, 14: 120-23, April 1930.

An experiment was carried out with 114 boys in the seventh and eighth grades of the Roosevelt junior high school of San Diego, Calif., during the fall semester of 1928-1929, to determine the validity of three of the best known of these tests, as well as the relationship between academic, social and mechanical phases of intelligence. From this study it is obvious that several mechanical aptitudes tests are not testing anything like the same variable or variables in the same amounts.

4041. **Seawell, Ruth Tait.** Guidance practices in the junior high schools of Southern California. Master's thesis, 1930. University of Southern California, Los Angeles. 114 p. *National education association, Department of secondary school principals bulletin*, 34: 69-71, January 1931. (Abstract.)

The purpose of this investigation was to secure data concerning guidance practices in the public junior high schools of Southern California, to compare the work being done with the needs and practices of guidance, and to formulate a practical, efficient program of guidance for junior high schools. Findings: There is a trend towards a centralization and specialization in the responsibility for guidance work.

4042. **Shenk, Clayton K.** Guidance. 1929. Upper Darby high school, Upper Darby, Pa. 20 p. ms.

4043. **Smith, Margaret Lorraine.** School counseling; its trends and practices. Master's thesis, 1930. University of Southern California, Los Angeles. 153 p. *National education association, Department of secondary school principals bulletin*, 34: 63-65, January 1931. (Abstract.)

A study to analyze certain attempts of schools in counseling pupils and to determine trends in significant phases of school counseling, such as definition, problems, history, organization, practices, qualifications and training of counselors, and forms and records used by counselors. Data were secured from findings in literature, from questionnaires and from personal visits to schools in Illinois and California.

4044. **Stanton, H. L.** The advisors equipment. 1930. State department of public instruction, Raleigh, N. C. 7 p. ms.

A monograph discussing the needs of intelligent, educational and mechanical teachers in vocational rehabilitation work; describes some tests and their use by the State rehabilitation service of the Division of vocational education.

4045. **Standemayer, Maude Izell.** Relation of intelligence and achievements to the vocational interests of 1,794 freshmen. Master's thesis, 1930. University of Wisconsin, Madison.

4046. **Stockton, A. Marion.** The problem of vocational guidance in the Richmond union high school. Master's thesis, 1930. University of California, Berkeley. 102 p. ms.

Study of guidance program in Richmond union high school, California, with the object of determining the extent to which it reaches or falls short of present recognized standards of counseling and guidance for purpose of suggesting possible modifications and changes for its improvement.

4047. Stockwell, Anne Bella. Guidance in the elementary school. Master's thesis, 1929. New York university, New York, N. Y.

4048. Streit, Josephine. The fireman in Cincinnati, an occupational analysis. Master's thesis, 1930. Teachers college, Columbia university, New York, N. Y. 46 p. ms.

4049. Tatlock, Vilmer Leroy. A study of the school continuance, occupation, and geographical location of graduates and 2-B enrollees in the Lebanon, Ind., high school for guidance purposes and curricular organization. Master's thesis, 1930. Indiana university, Bloomington. 45 p. ms.

4050. Thomson, Margaret M. An occupational study of the knitting mills and overall factories of Minneapolis. Master's thesis, 1930. Teachers college, Columbia university, New York, N. Y. 60 p. ms.

4051. Uhrbrock, Richard Stephen. What is the greatest need in the hotel industry? 1929. Cornell university, Ithaca, N. Y. Mid-West hotel reporter, February and March, 1930. 12 p.

General discussion of modern personnel methods, with emphasis upon selection and training. Findings: The hotel industry offers a virgin field for the worker in industrial education.

4052. Washburne, Carleton and Carswell, Marion. Individual guidance as it is applied in a village school system. Nation's schools, 4: 23-28, December 1929.

Describes the educational technique used in the Winnetka, Ill., public school system. The goal of Winnetka is to require only learning that can be shown to have direct and almost certain use in every child's life.

4053. Weersing, Frederick J. and Koos, Leonard V. Guidance practice in junior colleges. California quarterly of secondary education, 5: 93-104, October 1929.

Presents data from 52 public junior colleges in 10 states, showing guidance practices with percentages reporting each. Concludes that guidance is a problem demanding increasing attention.

4054. Weisman, Sara E. Case studies of the relationship between high school achievement and educational counseling. Journal of educational research, 21: 357-63, May 1930.

This study was undertaken to determine whether or not the Stanford revision of the Binet-Simon test could be used profitably in educational counseling. It was found that while the IQ found by the Stanford revision test indicates fairly well the ability of pupils to do high school work, other factors tend to modify the quality of performance.

4055. White, Wilfred C. A vocational study of the graduates of Moorhead state teachers college. Master's thesis, 1929. University of Minnesota, Minneapolis.

4056. Woellner, B. C. and Lyman, B. L. Evaluating books on vocational guidance. School review, 38: 191-99, March 1930.

Reports the making of a score card and the use of that score card by 103 judges with respect to 26 representative books on vocational guidance, which are most suitable for ninth-grade classes. The judges evaluated the books in terms of the interests and abilities of the average ninth-grade pupil. The greatest variations between the 26 books are in subject matter. The books which rank highest deal with several kinds of vocational interest; present concretely the attractiveness of vocations; treat elements of personal success; are recent, with up-to-date facts; are written in narrative or expository form; emphasize the social values of the occupations; and are written by authors who know boys and girls as well as they know the subject matter.

4057. Wood, Harriette and Pruitt, Anna. Guidance at work in the schools of Craven county, N. C. Richmond, Va., Southern woman's educational alliance, 1930. 101 p. ma.

See also 478, 1855, 1909, 1994, 2019-2020, 2132-2133, 2142, 2145, 2152, 2361, 2598, 3058, 3617, 3798, 3819, 4247, 4269, 4271, 4294, 4324, 4330, 4341, 4352, 4373, 4387, 4389, 4395, 4412; and under Home-rooms.

## AGRICULTURAL EDUCATION

4058. Alabama polytechnic institute. School of education. Auburn test for agricultural information, field crops—form "A." Auburn, Alabama polytechnic institute, 1930. 8 p. (Bulletin, 1930, no. 2) Manual of directions, 6 p. ms.
4059. Ayers, Thomas Lawrence. Effectiveness of agricultural evening class instruction. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 61 p. ms.
4060. Bunyard, Claude Lee. A technique for measuring the effectiveness of agricultural evening schools. Master's thesis, 1930. Iowa state college, Ames. 99 p. ms.
4061. Byram, H. M. A course of study in swine production. Master's thesis, 1929. Iowa state college, Ames.
4062. Capps, Marion Daniel. Some effects of specialization by agricultural teacher trainees. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 45 p. ms.
4063. Case, Riley L. The status of Smith-Hughes agriculture teachers in Indiana. Master's thesis, 1929. Indiana university, Bloomington. 130 p. ms.
4064. Chesnutt, S. L. and others. Developing a form of community survey to serve as the basis for courses of study in vocational agriculture in Alabama high schools. 1930. Alabama polytechnic institute, Auburn. 3 p. ms.
4065. Clark, Lloyd Harold. The present status of county agricultural agents in Indiana. Master's thesis, 1930. Indiana university, Bloomington. 91 p. ms.
4066. Clark, Olin W. College achievement of pupils admitted on the New York State academic diploma in agriculture to the New York State college of agriculture. Master's thesis, 1930. Cornell university, Ithaca, N. Y.
4067. Crandall, Will Giles; Ayers, T. L. and Duggan, I. W. - An investigation of evening class instruction in agriculture. Clemson agricultural college, Clemson College, S. C. 16 p. (Bulletin 5, Educational ser. 1, February 1930)  
A study of evening class instruction given to 700 farmers. Thirty-four trainees were engaged in this experiment.
4068. Dansby, George William. An analysis of a citrus enterprise for teaching vocational agriculture in Florida. Master's thesis, 1930. University of Florida, Gainesville.
4069. Davenport, Roy Leonard. How teachers of vocational agriculture in Louisiana distribute their time. Doctor's thesis [1930]. Cornell university, Ithaca, N. Y.  
Findings: Range of activities is excessive and there is need of some standardization. The writer is opposed to principal-teacher combination and shows the need for readjustment of the scope of responsibilities if the principal-teacher combination or the part-time arrangement is used.
4070. Delsell, Hugh Franklin. Cooperation between county agents and vocational agriculture teachers. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 48 p. ms.
4071. Eckhoff, John Adams. Teaching the cotton enterprise in Mississippi. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 131 p. ms.

4072. Farmer, A. B. The effect of some features of high school training on the performance of freshmen in Virginia colleges. Master's thesis, 1930. Virginia polytechnic institute, Blacksburg. 50 p.

A study to determine, principally, if vocational agriculture in the high school affects the student's performance in college. Judging from the complete records of the freshman enrollment in three Virginia colleges, vocational agriculture does not interfere with good performance in college regardless of the curriculum chosen in college. Students (of the former group) did better in science than mathematics, as well in other courses, but poorer in English. The latter was true of all rural high school students.

4073. Garrison, Elva Gill. The agriculture situation in the Hemet and San Jacinto union high school districts, California. Master's thesis, 1929. University of California, Berkeley. 208 p. ms.

A study to determine the need of education in livestock and poultry production in the Hemet and San Jacinto union high school districts.

4074. Gerberich, J. B. Graphic methods, first semester, 1929-1930. University of Arkansas, Fayetteville. 5 p. ms.

Controlled experiment in teaching method in graphic methods, College of agriculture. Objectives of the course were: to develop the ability to read, understand and interpret charts and graphs of the types encountered in agricultural work, and to develop the ability to construct such graphs in the representation of raw data. The work of the experimental section was compared with that of the control section. The major emphasis for the experimental section was on the techniques and principles of graphic methods. The final examination was given in two parts to cover the work of the semester. The study is based on too few cases to make the results especially reliable. The author recommends that the experiment be continued another year.

4075. Gibson, H. F. The community survey as a basis for constructing a course of study in vocational agriculture. Master's thesis, 1930. Alabama polytechnic institute, Auburn. 50 p. ms.

A survey of 25 farm homes in Lee county, Ala., and construction of course of study for vocational agriculture in Lee county high school, consisting of: (a) long time program, (b) annual program, and (c) program of work (jobs) set up for year 1930-1931.

4076. Grant, Ernest Aiken. Proposed changes in the curriculum in agriculture for the State agricultural and mechanical college of South Carolina, on the basis of the farm enterprises of 16 negro vocational agricultural school communities of the State. Master's thesis, 1930. Cornell university, Ithaca, N. Y. 265 p. ms.

Survey of 298 negro farms in 16 counties and vocational agricultural school communities of the State of South Carolina. Findings: Major enterprises on farms are cotton and tobacco. All farms with few exceptions are family size. Minor enterprises are for home supply.

4077. Greenleaf, Walter J. Land-grant colleges and universities. Year ended June 30, 1928. Washington, United States Government printing office, 1929. 81 p. (U. S. Bureau of education bulletin, 1929, no. 13).

4078. Gregorio, Herman C. The growth of agricultural schools in the Philippines, 1914-1928. Master's thesis, 1930. University of Kansas, Lawrence.

4079. Groseclose, H. C. A study of the organization and use of student organizations in vocational education in agriculture. 1930. Virginia polytechnic institute, Blacksburg. 60 p. ms.

4080. Hamer, Oliver Stuart. The master farmers of America and their education. Doctor's thesis, 1930. University of Iowa, Iowa City. Iowa City University of Iowa, 1930. 151 p.

4081. Holley, Otis Ray. College chemistry and physics for vocational agricultural trainees. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 43 p. ms.

4082. **Hull, Joseph W.** Effectiveness of agricultural evening class instruction in Western Arkansas. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 84 p. ms.  
A study of four counties, 18 classes and 470 farms. Findings: Farmers carry out 62.1 per cent of the possible improved practices.
4083. **Hypes, J. L. and Markey, J. F.** The genesis to farming occupations in Connecticut. Storrs, Connecticut agricultural college 1929. 594 p. (Storrs agricultural experimental station bulletin, 161, October 1929.)  
This is not strictly a study in education, but contains basic information upon which some educational policies may be based.
4084. **Johnson, Elmer John.** Measuring the efficiency of project work in vocational agriculture in 10 Colorado high schools. Master's thesis, 1930. Colorado agricultural college, Fort Collins.
4085. **Johnston, Walter George.** Organizing and conducting part-time and evening classes in vocational agriculture. Master's thesis, 1929. Alabama polytechnic institute, Auburn.
4086. **Kiltz, Kenneth W.** The relation between the supervised farm practice programs and the farm resources of the boys of 20 vocational agriculture departments in Western Indiana. Master's thesis [1930]. Cornell university, Ithaca, N. Y.
4087. **Lance, C. E.** Causes of establishing and discontinuing high school departments of agriculture. Master's thesis 1930. George Peabody college for teachers, Nashville, Tenn. 58 p. ms.  
A study of all new departments and all discontinued agricultural departments during 1928-1929 in the Southern region.
4088. **Lathrop, F. W.** Studies in vocational education in agriculture. A compilation of studies made in the various states, 1912-1930. 1930 U. S. Federal board for vocational education, Washington, D. C. 25 p. ms
4089. **LaMay, S. B.** Economic and educative values of cooperative cotton marketing in Texas. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 70 p. ms.
4090. **Lemon, John Paul.** An objective test in horticulture. Master's thesis. 1929. University of Colorado, Boulder. 81 p. ms.  
Construction, administration and evaluation of objective test in horticulture. Findings: Test scores and teachers marks validity coefficient of .804. Reliability of odd and even = .904. Test has satisfactory reliability for measuring achievement in horticulture.
4091. **McIntosh, D. C.** The relation of courses taken in high school to grades made in the School of Agriculture. 1930. Oklahoma agricultural and mechanical college, Stillwater. 4 p.
4092. **McNeely, David O.** Tobacco farming versus dairying, Groves, Ky. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 62 p. ms.  
Tobacco growing and dairying are suitable to carry on in connection with each other. Dairying is increasing in Groves county.
4093. **Magill, E. C.** Experimental data organized for teaching. 1930. Virginia polytechnic institute, Blacksburg. 200 p. ms.  
In teaching farmers, actual proofs of the efficiency of improved practices are essential. Instructors cannot locate the data needed from time to time and the data are hard to organize for effective teaching. These data have been organized for pocket note-book form.
4094. **Moore, Forest E.** Agencies and methods employed in promoting vocational education in agriculture. Master's thesis, 1930. Iowa state college, Ames. 177 p. ms.

4095. North, Thomas Paul. Certain factors significant in the selection of boys for training in vocational agriculture. Doctor's thesis, 1929. Cornell university, Ithaca, N. Y.

4096. Oberhansley, Henry. Status of the agricultural curriculum in the secondary schools of Utah. Master's thesis, 1930. University of California, Berkeley. 55 p. ms.

A study of the first two years work required of all schools subsidized under the Smith-Hughes act in light of modern educational theory and trends in agricultural education, and suggestions that may help to solve the problems confronting those who are responsible for construction of courses in agriculture. There is general agreement that agricultural courses in secondary schools of Utah are not functioning as they should in training of future farmers.

4097. Olney, Roy O. A knowledge analysis of pupils as a factor in determining teaching content in agricultural courses. A survey of 157 high school pupils in the potato enterprise in nine patronage areas in New York State. Doctor's thesis, 1929. Cornell university, Ithaca, N. Y.

4098. Parsons, D. W. An analytical study of the activities and problems of county agricultural extension agents. Doctor's thesis, 1930. Cornell university, Ithaca, N. Y. Ithaca, N. Y., Cornell university, 1930. 44 p.

A study of agents in New York, Pennsylvania, Ohio and West Virginia.

4099. Ramsower, Harry Clifford. Studies in leadership applied to county agricultural agents. Doctor's thesis, 1930. Harvard university, Cambridge, Mass.

Seventy-six county agents in Ohio were divided into three groups and each agent was rated by three supervisors, and by himself. The 180 qualities obtained from personal interviews with 25 county agents and 25 state agricultural extension workers were checked with the 20 traits included in the rating scale. The 15 best and the 15 poorest agents were compared on the 20 traits. Findings: It is possible through the method used in collecting and treating the data to determine a rank order of agents on the basis of total leadership capacity, those qualities which are most important in differentiating "good" from "poor" agents. Through the use of "trait activities" it is possible so to guide an agent that he may meet problems involving these qualities with increasing success.

4100. Rice, R. S. The determination of the type of statement presenting the greatest frequency and the greatest pleasure value in the high school vocational agricultural course. 1930. Pennsylvania state college, State College.

4101. Sacay, Francisco M. A basis for building a program of agricultural education in the Philippines. Master's thesis, 1930. Cornell university, Ithaca, N. Y. 236 p. ms.

An examination of the agriculture of the Philippines, the educational situation and the needs of the farm population. Proposes the organization of vocational schools and agricultural extension work.

4102. Schmitz, Henry W. A study of the methods of teaching sciences underlying agriculture and their application to the teaching of vocational agriculture. Topeka, Kans., Board for vocational education, 1929. 47 p. (Series A-6)

4103. Shoptaw, LaVan. The present status of vocational agricultural education in Arkansas. Master's thesis, 1929. Iowa state college, Ames. 132 p. ms.

4104. Sims, Haskell Dickerson. Method of teaching poultry husbandry in vocational agriculture high schools. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 49 p. ms.

4105. Smith, Lee Roy. The status of agriculture in the elementary schools of Southern California. Master's thesis, 1930. University of Southern California, Los Angeles. ms.

4106. **Stubbs, Florence H.** Some educational values of 4-H clubs; an objective study. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 50 p. ms.

Some values of certain attitudes and information of a general educational nature in sixth and seventh grades, Orange county, Va. The study was based on an objective attitude-information test.

4107. **Swanson, H. B.** A course of study in crop production. Master's thesis, 1929. Iowa state college, Ames.

4108. **Thomas, Roy H.** Annual statistical report of state supervision of agricultural education for the year ending July 1, 1930. 1930 State department of public instruction, Raleigh, N. C.

4109. **Thomasson, M. E.** Professional difficulties of teachers of vocational agriculture. Master's thesis, 1930. University of Minnesota, Minneapolis.

A study of 106 negro teachers of vocational agriculture, 84.1 per cent of the negro personnel, in the States of Virginia, North Carolina, Georgia, Florida and Arkansas. Includes data on relative difficulty of 58 professional activities performed by the teacher of vocational agriculture. Traces relations between difficulties and factors in training and experience of teachers.

4110. **Virginia polytechnic institute, Blacksburg, Va.** Anniversary number—Virginia news letter (to instructors and workers in vocational agriculture). 1929. State board of education, Richmond, Va. 35 p. ms.

Graphical presentation showing the influence of teacher training on the Virginia program for vocational agriculture. Examples: (1) Training for evening school work resulted in 2,308 farmers enrolled in classes; (2) the cost of professional training was reduced from \$234.00 to \$48.41 per trainee; (3) of 1,600 high-school teachers in the counties but 13 per cent hold the collegiate professional certificate; 72 per cent of the agriculture instructors hold it.

4111. **Woods, R. H.** A method of determining the relationship between types of farming, content in vocational agriculture and technical training of teachers of agriculture. Doctor's thesis [1930]. Cornell university, Ithaca, N. Y.

4112. **Woods, Sylvester D.** Non-agricultural activities of vocational agricultural teachers. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 67 p. ms.

This study covered Tennessee, Arkansas and Mississippi. Findings: Nonagricultural activities are important factors in vocational agricultural work.

See also 152, 2052, 2069, 2365, 3621, 4390, 4634.

### HOME ECONOMICS

4113. **Adams, Grace Elizabeth.** Clothing expenditures of continuation school students. Master's thesis, 1930. New York university, New York, N. Y. 80 p. ms.

A survey of clothing expenditures of students in the clothing class of the Brooklyn Girls' continuation school. Findings: There is a field in continuation school teaching for further research work to devise short unit courses in clothing suitable to the needs of individuals in various communities.

4114. **Alabama. Department of education. Division of vocational education.** Manual of home economics education for high schools. 1930. Montgomery, Alabama state board of education, 1930. 79 p.

4115. **Annis, Marjorie Elizabeth.** The present status of home economics in the public secondary schools of California. Master's thesis, 1930. University of Southern California, Los Angeles. ms.

4116. **Backstrom, Frances and Rust, Lucile.** Study of the clothing interest and needs of a group of freshman and sophomore college girls. Master's thesis, 1929. Kansas state agricultural college, Manhattan.

4117. **Baker, Helen Evangeline.** Teaching the effective use of money through home economics curriculum. Master's thesis, 1930. University of Cincinnati, Cincinnati, Ohio. 93 p. ms.

Sixteen courses of study were surveyed to discover the principles of money management which are now incorporated. A questionnaire was used to discover the activities in which these principles are being taught by the home economics teachers of Cincinnati. Findings: Instruction in effective consumption is relatively new in the elementary and secondary school; instruction in money management should be definitely planned for; a distinct unit of work should be incorporated in the home economics program.

4118. **Becker, Jane S.** Some deficiencies in the training of home demonstration agents. Master's thesis, 1930. Cornell university, Ithaca, N. Y.

This is an analysis of the activities and responsibilities among both agents and assistant agents, against which details of preparation in college and apprenticeship are checked. A definite lag in specific preparation was found.

4119. **Bell, Allene.** Objectives for a home economics education program at Alabama college, Montevallo, Ala. Master's thesis, 1929. Iowa state college, Ames.

A study of the difficulties encountered by the better teachers in the field as one basis for determining the objectives for a home economics education program at Alabama college.

4120. **Bennett, Margaret.** Plans for home management houses for Purdue university. Master's thesis, 1930. Purdue university, Lafayette, Ind.

4121. **Bixler, H. H. and others.** Atlanta home economics tests grades L-7, H-7, L-8, H-8. Atlanta, Ga., Board of education, 1930. 21 p.

Gives four achievement tests, each covering one semester's work.

4122. **Bolton, Marie.** Home economics as an avocation. Master's thesis, 1930. Stanford university, Stanford University, Calif. 59 p. ms.

A study was made to determine the avocational opportunities open to home economics trained women. The results of this study indicate a need of considering the avocational side of home economics for homemakers and for business and professional women; of a revision of many of the courses of study now offered; of a textbook which will include all phases of homemaking; of uniformity of nomenclature in the business world and in courses of study; and of creating an understanding by high school principals, deans of girls and teachers in the value of interesting high school girls in home economics.

4123. **Bouton, Hilda M.** A study of the conditions of home economics in the public elementary and junior high schools of the United States. Master's thesis, 1929. University of Southern California, Los Angeles. 96 p.

4124. **Braithwaite, Katherine E.** An experimental study of ninth grade food classes on the long and short periods. Master's thesis, 1930. University of Minnesota, Minneapolis.

4125. **Bratley, Hazel.** A study of the problems and difficulties of student teachers of home economics of Cornell university. Master's thesis [1930]. Cornell university, Ithaca, N. Y.

4126. **Brown, Clara M.** An experiment in sectioning; an experiment in the use of the regression equation to predict the success of students in a home economics course. *Journal of higher education*, 1: 269-73, May 1930.

4127. **Burton, Henrietta K. and Gerberich, J. B.** The consumer aspect in home economics education. 1930. University of Arkansas, Fayetteville. 4 p. ms.

A special technique was used stressing the consumer aspect of the commodity and utilizing numerous shoe samples. The report is an indication of a trend in home economics education, and should be considered rather as a report of a new teaching method than as a controlled experiment.

4128. **Case, Sarah V.** Child care and development courses at Oregon state agricultural college. Master's thesis, 1929. Oregon state agricultural college, Corvallis. 53 p. ms.

4129. **Conover, Frances.** The number of home economics teachers in training in Iowa and their possible placement within the State. Master's thesis, 1930. Iowa state college, Ames.
- A study of the placement of teachers in Iowa over a five-year period in order to find combinations of subjects taught, tenure of service, and number of teachers in training at present in relation to possible demand.
4130. **Crofoot, Vanita May.** The origin and development of home economics in the five institutions for higher education of the State of Washington. Master's thesis, 1929. University of Washington, Seattle. 159 p.
4131. **Daniels, Edna Cockrell.** History and present status of home economics education in Douglas county, Kans. Master's thesis, 1929. University of Kansas, Lawrence. 174 p.
4132. **Diamond, Helen.** Study to determine the influence of certain factors upon enrollment in elective home economics courses above the eighth grade. Master's thesis, 1929. University of Minnesota, Minneapolis.
4133. **Douglas, Marion and Friant, Regina.** Clothing courses for seventh grade adjusted to a daily time schedule of sixty minutes. Master's thesis, 1929. Iowa state college, Ames.
4134. **Fairfax, Blanche L.** Organization of a food problem course for William Smith college. Master's thesis, 1930. Teachers college, Columbia university New York, N. Y. 189 p. ms.
4135. **Faulkner, Mary.** Revision of home economics education course of study for elementary, junior and senior high schools. Baltimore, Md., Public schools, 1930. 178 p.
- A revision of the course of study in home economics based upon five years' experimental classroom work.
4136. **Fritzche, Bertha.** An informal foods placement test for a beginning foods course in a small college. Master's thesis, 1929. Iowa state college, Ames.
4137. **Gookins, Mrs. Clara.** A survey of the social objectives in home economics for boys as found in the investment made in the seventh, eighth, and ninth grades of 20 towns in Colorado. Master's thesis, 1930. Colorado state teachers college, Greeley.
4138. **Hall, Mrs. Myrtis Woodley.** College courses most valuable for training clothing specialists. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 42 p. ms.
- A study of college courses considered most valuable by a group of stylists, buyers, educational directors, and professional shoppers, and by the employers of this group, for training clothing specialists.
4139. **Henley, Frances.** The relationship between the type and amount of home experience, and the high school work in foods and clothing of 50 girls in Mississippi. Master's thesis, 1929. Iowa state college, Ames.
4140. **Henrie, Leone Call.** The reliability and validity of three home economics tests. Master's thesis, 1930. Agricultural college of Utah, Logan.
4141. **Herring, Mrs. Carrie E.** A study of the home economics department of the Ithaca junior high school. Master's thesis [1930]. Cornell university, Ithaca, N. Y.
4142. **Hoppes, Pearl and Turner, Marcia.** Foods course for seventh grade adjusted to a daily time schedule of 60-minute periods. Master's thesis, 1929. Iowa state college, Ames.
4143. **Indiana.** Department of public instruction. Division of vocational education. Courses in home economics for high schools. . . . September 1929. Indianapolis, 1929. (Bulletin no. 100 G-3)

4144. Ivey, Rosaline. Status of home economics in certain southern accredited high schools. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 36 p. ms.

4145. Johnson, Harriet F. A clothing survey made from a study with farm girls in Four-H clubs of South Carolina, January 1, 1928 to June 1, 1929. Master's thesis, 1930. Teachers college, Columbia university, New York, N. Y. 16 p. ms.

A study of average costs, average expense per girl and per type of clothing.

4146. Johnson, Margaret Esther. A study of home economics courses in southern teachers colleges. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 63 p. ms.

Findings: Wide variation of work; need for uniformity in nomenclature, content and sequence of courses so as to facilitate transfer of credits from one institution to another, were found.

4147. Johnson, Mildred. The out-of-school activities of the junior high school girls of Muncie, Ind. Master's thesis, 1929. Iowa state college, Ames.

A study of the out-of-school activities closely related to the home of all junior high school girls in Muncie, Ind. The information served as one of the bases for setting up objectives for a junior high school home economics course.

4148. Kansas. State department of education. Courses of study for high schools, part IX—home economics. Topeka, 1929. 123 p.

The Association of home economics teachers in Kansas is largely responsible for the course of study. It is based upon the needs of the schools of the State, and attempts to meet the needs in a manner which is in keeping with the best educational thought of the day. The material was tried out in class rooms for at least a semester by numerous teachers; criticisms made by the teachers were studied by the association in 1927 and their recommendations included in the study. The final revision was made by a group of 12 members. Bibliographies are included with the different phases of the work.

4149. Kelly, Ernestine Elizabeth. Development of home economics in white state colleges of Alabama. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 98 p. ms.

Findings: (1) State accredited standard colleges of Alabama have the best developed curricula; (2) home economics has been developed for different purposes in each school; (3) the home economics courses of the state teachers colleges are limited. The tendency is toward further limitation confining courses to the teaching of home economics in the elementary grades.

4150. Kenyon, Mildred and Friant, Regina J. An analysis of the content of courses in vocational home economics offered in the secondary schools of Iowa from 1926 to 1929. Master's thesis, 1929. Iowa state college, Ames.

4151. Kessler, Leola. A standard practice house kitchen for teacher training in efficient home making. Master's thesis, 1930. Colorado state teachers college, Greeley.

4152. Keys, Louesa J. A report on a program in the Maryland state normal school at Towson—home economics in health education. Master's thesis, 1929. Teachers college, Columbia university, New York, N. Y.

4153. King, Mattie G. and Coon, Beulah. Study of home activities and personal needs of some working girls in Chicago as a basis for the home economics curriculum for them. Master's thesis, 1929. University of Chicago, Chicago, Ill.

4154. Kittrell, Flemma P. A study of home economics education in negro high schools and colleges of North Carolina. Master's thesis, 1930. Cornell university, Ithaca, N. Y. 103 p. ms.

All accredited high schools and standard colleges offering work in home economics education were studied. Of the 76 accredited negro high schools in North Carolina, 53 offer work in home economics. Six of the 40 high schools included in this study offer work in vocational home economics.

4155. **LaFollette, Cecile.** Major difficulties in supervised teaching of home economics and suggested remedies. *Teachers college journal* (Terre Haute, Ind.), 1: 75-78, January 1930.

A questionnaire based on the experiences of the writer was prepared and submitted to 40 teachers of home economics in the larger high schools and colleges in the eastern part of the country. Gives the difficulties encountered arranged in order of their frequency of occurrence and offers suggestions as to how to overcome some of them.

4156. **Leighton, Frances.** Determining educational objectives for a college course in the economics problems of the home for both men and women. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y.

Personal interviews were had with 75 families to determine what materials should be included in a course in the economics of consumption. One hundred and twenty-six problems were raised by the families themselves. Problems were studied in relation to: income of families; occupation; size of families; education; observed standard of living; jury judgment. Seventy-five professors and graduate students considered the solution of more abstract problems as necessary as the solution of specific problems within the home. Study reveals a technic for determining methods of obtaining factual materials which should be included in a course in the economics of consumption.

4157. **Liljedahl, Mabel.** The professional training of teachers of home economics in the degree granting institutions of the United States. Master's thesis, 1930. University of Southern California, Los Angeles. ms.

4158. **Long Beach, Calif.** Public schools. Department of curriculum revision. Home making course of study for junior high schools—grades, 7 to 9. Long Beach, Calif., City schools, 1929. 206 p.

This course of study was prepared by the curriculum department under the guidance of a curriculum director. It was used first for class experimentation.

\* 4159. **McGowan, Mrs. Ellen Beers.** A comparative study of detergents with special reference to the teaching of the subject. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1930. 125 p. (Contributions to education, 441)

Problem has been worked out from: (1) The technical aspect, including scientific background, properties and behavior of detergents, analyses, comparison of physical characteristics of fabrics or surfaces to which detergents are applied, and effect of detergents on fabrics with reference to soil removal and tensile strength; and (2) educational aspects, including the descriptive and analytical material from which the teacher may choose that which is best suited to her needs.

4160. **Mattson, May M.** Home attitudes and practices of the girls in the continuation school of Newburgh, N. Y. Master's thesis, 1930. University of Colorado, Boulder. University of Colorado studies, 18: 91, December 1930. (Abstract)

This study was made to determine home attitudes and practices of continuation school girls in a small industrial city, with the object of suggesting improvements in homemaking courses. 152 subjects contributed to the data obtained.

4161. **Mims, Nell B.** Home economics development in Alaska, Hawaii, Porto Rico, and the Philippines. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 89 p. ms.

4162. **Nutty, Margaret.** The use of illustrative material in teaching foods and nutrition in secondary schools. Master's thesis, 1929. Iowa state college, Ames.

4163. **Obert, Myrl Jeannette.** Growth of home economics in state teachers colleges. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 44 p. ms.

4164. **Parker, Dolpha.** Out-of-school learning in home economics. Master's thesis, 1930. University of Colorado, Boulder. University of Colorado studies, 18: 96, December 1930. (Abstract)

A study of the differences in out-of-school learning concerning foods and clothing which exist among children when they enter the seventh and eighth grade home economics

classes, and the influences associated with these differences. The investigation was carried out by means of tests of information and a short questionnaire. Food tests were given to 431 girls and 103 boys; clothing tests were given to 299 girls.

4165. Peek, Lillian. Concerning adult education in homemaking. Austin, Texas, State board for vocational education, 1929. 68 p. (Bulletin, no. 261, September 1929)

"This bulletin is designed to assist local administrators, supervisors, leaders, and teachers in organizing and establishing programs in homemaking education which will meet the special needs of their communities." Certain plans and policies are set up in the light of past experience and present beliefs.

4166. Perry, Isabel and Coon, Beulah. Comparison of the activities of mothers and their daughters in clothing to determine the basis of selection for problems in teaching clothing. Master's thesis, 1929. University of Chicago, Chicago, Ill.

4167. Phillips, Velma. Evidences of the need of education for efficient purchasing. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y.

Gives results of a questionnaire filled out by 227 high school students and 123 adult consumers. An analytical study of consumers' difficulties in choosing and buying clothing and home furnishings, for the purpose of formulating practical suggestions for successful buying.

4168. Poole, Myra and Friant, Regina J. Relationship between home economics in high school and the number of girls who continue in school. Master's thesis, 1929. Iowa state college, Ames.

4169. Putnam, Ernestine and Kyrk, Hazel. Survey of the place of the economic studies in the home economics curricula. Master's thesis, 1929. University of Chicago, Chicago, Ill.

A study of early influences, schools existing at the time of the American occupation, schools founded by the U. S. Office of education, and home economics in these schools. Findings: What is to-day called home economics was already established in these territories at the time of American occupation. It had been introduced for different reasons. In Alaska, it was to clean up the Eskimo and his igloo and to teach him to cook; in the Spanish territories it was to answer the Spanish love for luxury and needlework. To-day its scope has been broadened and it is required in the grades of each territory. It is offered in high school and in each instance there is an institution of higher learning that offers advanced work.

4170. Reid, Beneta. The present status of organization for teaching home economics courses in secondary schools. Master's thesis, 1929. Colorado state teachers college, Greeley. 75 p.

4171. Rennells, Jessie M. A study of the home economics department of the Ithaca senior high school. Master's thesis [1930]. Cornell university, Ithaca, N. Y.

4172. Rose, Helen. Textile knowledge of girls in the junior and senior high schools of Lawrence, Kans., 1930. Master's thesis, 1930. University of Kansas, Lawrence.

4173. Russell, Mrs. J. C. A short unit in a high school course in clothing justified by the consumers' increasing demand for fur. Master's thesis, 1930. Colorado state teachers college, Greeley.

4174. Rust, Lucile. Study of the homemaking interests of a group of high-school girls. Master's thesis, 1929. Kansas state agricultural college, Manhattan.

4175. Saar, Vera Christine. A study of the time, cost, and materials for construction problems in high-school clothing classes. Master's thesis, 1930.

University of Colorado, Boulder. University of Colorado studies, 18: 101-102, December 1930. (Abstract)

A study of the construction problems made in high-school clothing classes in grades 9-12, in regard to the number, the kind, the cost, the time consumed in making, and the materials used. The study embraces also the textbooks used. Data were secured from 21 schools in nine different states during the school year 1929-1930 by means of record cards which were filled out by pupils, and by means of questionnaires which were filled out by teachers of these pupils. The investigation included 580 first semester pupils and 689 second semester pupils.

4176. Schopmeyer, C. H. Analysis of the managerial responsibilities of the farm home maker. Washington, United States Department of agriculture, Extension service, 1929. 115 p.

The study was made to help extension workers develop a home-management concept and select important subject content in the development of a county home-economics extension program. The study shows the composite nature and the interrelations of the elements of the home makers' job.

4177. Smith, Myrtle Ellison. Food program for home demonstration work in 11 Southern states. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 224 p. ms.

4178. Sowers, Mary Alice. The correlation of the economic aspects and nutritional values of food. Master's thesis, 1930. University of Cincinnati, Cincinnati, Ohio. 118 p. ms.

Presents the results of a study into the relative money costs of various foods which furnish the same amount of nutriment as indicated by calories, minerals, vitamins and other food values; and presents the data in such form that they may be used in food lessons. Foods were classified as sources of energy, protein, minerals and vitamins. The psychological factors upon food selection were considered. Data have been organized and presented in a form adaptable for use in lessons in nutrition and marketing for use in schools, colleges, or by social workers.

4179. Stark, Saidee Ethel. Development of criteria for the educational evaluation of advertising material used by home economics workers. Doctor's thesis [1930] Teachers college, Columbia university, New York, N. Y. New York, N. Y., Association of national advertisers, 1930. 184 p.

The printed study was published under the title: How schools use advertising material; a study of the use of advertising material by teachers in schools and colleges and by home economics workers.

Data were compiled from 260 answers to questionnaires from home-economics workers from all states; letters from 47 state superintendents of education; personal conferences with home economists and advertising experts; and previous published and unpublished studies on advertising material used by home-economics teachers. Findings: Among types of educational advertising material are some that can not be obtained in any other way which are of great value; types found most valuable vary with the age and grade level of those with whom they were used. Some valuable types are: large charts, booklets; colored illustrations; up-to-the-minute material in costume and textile styles, etc. Twelve criteria were considered of importance in judging educational advertising material by at least 70 per cent of the 260 home economists returning questionnaires. They include: reliability of statements; timely data; preparation by trained experts with modern educational point of view; apparent purpose social welfare more than commercial profit; principles of art applied; and provision for individual growth or development.

4180. Strowig, Nell McCrumb. A course in clothing and home problems for the junior high school. Master's thesis, 1930. University of California, Berkeley. 62 p. ms.

A study was made in Salt Lake City to determine what should be included in a course in clothing and home problems for the junior high school; the course to be such that it could be used in any local community and composed of one year of two semesters with five one-hour periods per week. Gives outline of course.

4181. Swift, Mildred L. A study of collegiate recognition of secondary home economics. Master's thesis, 1930. Cornell university, Ithaca, N. Y. 47 p. ms.

Of 104 institutions studied, only four refused to accept the elective entrance credit. Maximum credit in this study was seven, average two and seven-tenths, and minimum five tenths. A credit in secondary home economics is measured quantitatively and qualitatively by the same standards as all other secondary subjects.

4182. Tatum, Nannie Ella. Development of home economics in state teachers colleges of Missouri. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 142 p. ms.

4183. Texas. State department of education. Course of study in home economics for Texas rural schools, adapted and arranged. Austin, 1929. 89 p. (Bulletin no. 263)

4184. Tillory, Susan Elizabeth. Survey of vocational education in home economics in the all-day schools of Missouri. Master's thesis, 1929. University of Missouri, Columbia.

4185. Tucker, Bernice Alvina. A study of the qualifications essential for leaders in home economics education to determine a basis for finding prospective leaders. Master's thesis, 1929. University of Chicago, Chicago, Ill.

4186. United States. Federal board for vocational education. Vocational education in home economics. Twelve years of home-economics education under the National vocational education act. Washington, D. C., 1930. 166 p. (Bulletin no. 151. Home economics series, no. 12.)

4187. Washington (State). Department of education. Home economics studies in junior and senior high schools, 1930. Olympia, 1930. 153 p.

4188. Welch, Lila M. and Lingenfelter, Mary B. Studies of the home economics curriculum; an annotated bibliography. 1930. Ohio state university, Columbus. 46 p. ms. (Bibliographies in education, no. 1, June 1930.)

This bibliography was made in order to collect information concerning the kind and extent of research that has been done on the home economics curriculum, the technique and methods used and the problems needing additional research. Practically all of the more comprehensive studies published since 1920 are included. The bibliography includes titles of theses from home economics departments in colleges and universities.

4189. Whitcomb, Emeline S. Trends in home economics education, 1926-1928. Washington, United States Government printing office, 1929. 22 p. (U. S. Bureau of education. Bulletin, 1929, no. 25.)

Advance sheets from the Biennial survey of education in the United States 1926-1928.

4190. ——— and Gibbs, Andrew H. Home economics instruction in higher institutions, including universities, colleges, teachers' colleges, normal schools and junior colleges, 1928-1929. Washington, United States Government printing office, 1930. 23 p. (Pamphlet no. 3, March 1930.)

4191. Wilcox, Anna Elizabeth. Placement of home economics in the junior and senior high schools of Indiana. Master's thesis, 1929. Indiana university, Bloomington. 99 p. ms.

4192. Wilson, Winnie. An analysis of 20 high school clothing and textile textbooks. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 110 p. ms.

A study of clothing and textile textbooks being used at present in the southern states. Clothing construction and fabrics and their uses are the topics that receive the major emphasis in the clothing and textile study in high schools.

4193. Young, Isabel. Report of the research and study committee of the Home economics teachers association. Raleigh, North Carolina education association, 1930.

Findings: The Home economics teachers' association has prepared a score card for rating home economics teachers on the basis of outside activities and contacts in schools. The various activities are given point values. The scores made by the individual teachers in the districts will be summated and the districts will compete for highest total scores. This score card will aid individual teachers in analyzing the effectiveness of their work and should do much to increase the public services rendered by home economics teachers.

See also 652, 2272, 2358, 4390, 4399.

## COMMERCIAL EDUCATION

4194. **Anderberry, Christine.** Job Analysis and employment relations in store salesmanship basic to a course of study. Master's thesis, 1930. University of Southern California, Los Angeles. ms.

4195. **Anderson, Roy N.** Measurement of clerical ability; a critical review of proposed tests. *Personnel Journal*, 8: 232-44, December, 1929.

The author describes batteries of tests in use for determining clerical ability, and criticizes them on the points of criterion, validity, number of cases, reliability, and the concept "general clerical aptitude."

4196. **Barnhart, E. W.** Vocational education for retail meat dealers. U. S. Federal board for vocational education, Washington, D. C. Washington, U. S. Government printing office, 1930.

Study of the essential characteristics needed in an educational program for experienced retail meat dealers with two units of instructional materials for use in conference classes. Conference method of instruction was found to be most suited to experienced adult workers.

4197. **Beers, Gertrude.** The development of curricular materials and a method of procedure in shorthand. Master's thesis, 1930. University of Nebraska, Lincoln. 143 p. ms.

Findings: By a scientific construction of curriculum materials and the development of method of procedure in teaching shorthand, time can be saved and students' interest increased.

4198. **Bernard, Louise.** A curriculum for a general salesmanship course. 1930. University of Pittsburgh, Pittsburgh, Pa. University of Pittsburgh bulletin, November, 1930. (Faculty research.)

4199. **Blackstone, E. G.** Research studies in commercial education, IV. Iowa City, University of Iowa [1930] 240 p. (University of Iowa monographs in education, 1st ser., no. 11, January 1, 1929).

This is the fourth volume in a series of research studies in commercial education. It contains reports of the proceedings of the 1929 Iowa research conference on commercial education, and the conference of the National association of commercial teacher training institutions, which were held at the University of Iowa, April 18-20, 1929. It makes available to commercial educators the significant research studies in a series of complete reports which contain not only the conclusions reached by the various investigators, but also the procedures used by the authors. The studies deal principally with typewriting, shorthand, and training teachers for commercial subjects.

4200. **Brownfield, Lelah.** A comparative study of textbooks in secretarial practice. Master's thesis, 1930. New York university, New York, N. Y.

4201. **Carmichael, Vernal Howard.** Objective measurement of accomplishment in typewriting of high school commercial pupils in Indiana. Master's thesis, 1930. Indiana university, Bloomington. 191 p.

4202. **Carr, Emma B.** Promotional opportunities in the field of stenography. Master's thesis, 1930. University of Iowa, Iowa City. 56 p. ms.

4203. **Castle, Margaret A.** A curriculum study for a general salesmanship course. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. University of Pittsburgh bulletin, 27: 241-42, November, 1930 (Abstract).

4204. **Cunningham, Verna M.** Some suggestions for linking commercial education with vocational needs. Master's thesis, 1930. University of South kota, Vermillion. 75 p.

4205. **Dale, Edgar.** What business vocabulary shall we teach in junior high school arithmetic? *School and society*, 31: 850-52, June 21, 1930.

The author checked in four arithmetic textbooks the frequency of occurrence of business words in those sections which dealt with the investment of money. The four arithmetic textbooks used 229 different business terms in their material dealing with investments in stocks and bonds. There was no agreement on 124 additional terms.

The evidence is clear that without an objective list of words to which to turn, the judgment of textbook writers as to the relative importance of business terms will vary greatly.

4206. Daring, Z. LaVerne. Survey of commercial education in public city high schools of Ohio. Master's thesis, 1930. Ohio State university, Columbus.

4207. Dittmore, Eldon. Methods of teaching bookkeeping in Indiana high schools. Master's thesis, 1930. Indiana university, Bloomington. 125 p. ms.

4208. Ely, Margaret Hawley. A comparative study of the Gregg shorthand manual of 1916 with that of 1929. Master's thesis, 1930. New York university, New York, N. Y. 234 p. ms.

Two texts are compared on the basis of theory of analysis; vocabulary analysis of word lists; vocabulary analysis of connected matter; and analysis of sentences. On the whole the manual of the 1929 edition is an improvement over that of 1916, but the improvement is not uniform in all of the four analyses. Certain weak points are noted and suggestions made.

4209. Fleming, Elizabeth A. A comparative study of the whole and part method of teaching the typewriting keyboard. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. 40 p. ms. University of Pittsburgh bulletin, 27: 368-69, November 1930. (Abstract.)

4210. Forsgard, Fred G. A study of bookkeeping in the secondary school 1929. Upper Darby high school, Upper Darby, Pa. 40 p. ms.

study of the aims and objectives of the subject, administrative considerations, equipment qualifications of teachers, course of study (content) and methods of presenting the subject.

4211. ——— A study of commercial law in the secondary school. 1929. Upper Darby high school, Upper Darby, Pa. 75 p. ms.

A study of the aims and objectives of the subject, administrative considerations, equipment, qualifications of teachers, course of study (content) and methods of presenting the subject.

4212. George, Guy Gaius. The relationship between maze learning and typewriting learning. Master's thesis, 1930. Stanford university, Stanford University, Calif.

4213. Goodell, Mame Eleanor. Critical analysis of the placement of commercial high school students in Los Angeles. Master's thesis, 1930. University of Southern California, Los Angeles. ms.

4214. Green, Frederick Henry. A standardized commercial-law test for high schools. Master's thesis, 1929. University of Colorado, Boulder. 142 p. ms.

An objective test of 839 items (true-false, case item and completion). Findings: Reliability for whole test=0.876; validity of test=0.17; correlation of test and teachers marks=0.486; distribution was negatively skewed.

4215. Haynes, Benjamin B. The present status of elementary business training in the public junior high schools of New York State. Master's thesis, 1929. Packard commercial school, New York, N. Y. 84 p.

4216. Helmstadter, Carl W. Some trends in commercial education in the Nebraska high schools. Master's thesis, 1929. University of Nebraska, Lincoln. 63 p. ms.

4217. Hill, Luvicy Martha. Some problems of commercial teachers in Nebraska high schools. Master's thesis, 1930. University of Nebraska, Lincoln. 110 p. ms.

Problems were submitted by 100 commercial teachers in Nebraska high schools. They were classified and analyzed with respect to size of school, age, college training, teaching experience, and professional training of teachers, and helps asked for. Findings: Problems cover wide range of activities; college and professional training has not given sufficient help, or has not been emphasizing sufficiently the techniques and procedure whereby the teacher can learn to solve her own problems.

4218. **Holzman, Minnette Sternberger.** A critical study of the proposed tests for the measurement of ability as salesmen. Master's thesis, 1930. Teachers college, Columbia university, New York, N. Y. 59 p. ms.

A study of all the proposed tests for measuring salesmanship ability—to find out what tests, if any, do measure this ability. Findings: Thus far, there is no one test that measures salesmanship ability.

4219. **Katenkamp, C. H.** Individualized instruction in bookkeeping. Master's thesis, 1930. George Washington university, Washington, D. C. 146 p. ms.

Two classes consisting of 33 and 27 pupils, respectively, were given individual instruction in bookkeeping, using the "Job sheet" method. Findings: The Job sheet plan is more successful than the daily recitation method, since it recognizes individual differences. Complete course of contract units was prepared.

4220. **Keylor, William W.** A study of the needs for high school courses in business arithmetic and the topics that should be included. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. University of Pittsburgh bulletin, 27: 309-10, November 1930. (Abstract)

4221. **Killgallon, Katherine W.** A study of certain phases of commercial education in the approved high schools of Pennsylvania. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. University of Pittsburgh bulletin, 27: 310-11, November 1930. (Abstract)

4222. **King, Lulu M.** Study of vocational demands made upon boys of 16 to 24 years of age by leading business establishments and how the commercial course of the high school may better meet these demands. Master's thesis [1930]. University of Denver, Denver, Colo.

125 of the leading business firms of Denver have been interviewed to determine the character of work performed by boys of 16 to 24 years of age, educational requirements for the work, opportunities for advancement, and number of boys employed.

4223. **Koontz, John Hillary.** A diagnostic test in Gregg shorthand. Master's thesis, 1929. University of Colorado, Boulder. 92 p. ms.

A test, covering the entire Gregg manual was administered to 1,183 students, then scored and correlated, odd against even numbered items. Findings: Reliability—.992 ± .0005; correlation to teachers marks—.447 ± .015.

4224. **Korngold, Helen.** An experimental study of tests as a means of predicting speed in typewriting. Master's thesis, 1930. Washington university, St. Louis, Mo.

4225. **Kufahl, Gertrude M.** A commercial curriculum based on office equipment. Master's thesis, 1929. New York university, New York, N. Y. 67 p.

A study based on the survey of office appliances, devices and aids used in business by 150 pupils of the Jamaica continuation school. These pupils were selected at random.

4226. **Lehmann, Harold Theron.** The status of some phases of commercial education in 39 public senior high schools of New Mexico in 1929. Master's thesis, 1929. University of Kansas, Lawrence.

4227. **Lomax, Beatrice Loyer.** A comparative study of the whole and part method of learning typewriting. Master's thesis, 1930. New York university, New York, N. Y.

4228. **Loso, Foster William.** The reliability coefficients of Carlson's book-keeping tests 1 and 2 of series "A." Master's thesis, 1929. New York university, New York, N. Y. 54 p.

4229. **Lukes, August J.** A reorganization of the commercial curriculum of Polo community high school in light of positions occupied by its graduates. Master's thesis, 1930. University of Iowa, Iowa City. 59 p. ms.

4230. **McKeen, Helen Ruth.** An analysis of the professional literature relating to the teaching of shorthand in secondary schools. Master's thesis, 1930. University of Southern California, Los Angeles. ms.

4231. **Malott, J. O.** Collegiate courses in transportation; business organization and management; and marketing and merchandising. Washington, D. C. U. S. Office of education, 1930. 4 p., 11 p., 8 p. ms. (Circular, nos. 11, 13, 14)

These circulars contain data regarding collegiate courses reported by the colleges and universities or in published catalogues of such institutions listed in the Educational directory for 1929.

4232. ——— Commercial education, 1926-28. Washington, United States Government printing office, 1929. 27 p. (U. S. Bureau of education. Bulletin, 1929, no. 28)

Advance sheets from the Biennial survey of education in the United States, 1926-1928.

4233. ——— Commercial education circulars, nos. 26-37, June 1929-September 1929. Washington, D. C., U. S. Office of education, 1929. 10 pamphlets (mimeographed).

No. 26, Directory of collegiate schools of commerce; no. 27, Collegiate courses in advertising; no. 28, Foreign trade and foreign service courses; no. 29, Cooperative part-time courses in commerce and business; no. 30, Collegiate courses in realty; no. 31, Directory of collegiate bureaus of business research; no. 33, Collegiate courses in insurance; no. 34, Collegiate extension classes in commerce and business; no. 36, Collegiate courses in banking and finance; no. 37, Collegiate courses in accounting.

4234. **Marik, Marie E.** A comparative study of the dictaphone method and the traditional method of learning typewriting. Master's thesis, 1929. New York university, New York, N. Y. 89 p.

4235. **Marshall, Grace M.** Analysis of bookkeeping texts published in the last five years. Master's thesis, 1930. New York university, New York, N. Y.

4236. **Maze, Coleman L.** Principles of business organization and management. Master's thesis, 1930. New York university, New York, N. Y.

4237. **Meairs, Robin P.** Standardized commercial courses for high schools. Master's thesis, 1930. Stanford university, Stanford University, Calif. 197 p. ms.

A study based on an examination of courses of study in different parts of the United States. Discusses recognition of commercial courses in high schools and as accepted credits in universities; the two leading objectives of commercial education; standardized tests for commercial courses, etc.

4238. **Meerwein, Gertrude.** A study of bookkeeping textbooks, their historical development and their relation to bookkeeping practice. Master's thesis, 1929. New York university, New York, N. Y. 105 p.

4239. **Meyer, Harriet Louise.** A junior high commercial curriculum for the slow-learning. Master's thesis, 1930. University of Denver, Denver, Colo. 190 p. ms.

The IQ's of the commercial pupils attending eight Denver junior high schools during the last semester of 1928 were tabulated for the purpose of obtaining information as to the number of slow-learning pupils in each grade taking commercial subjects and whether or not a differentiated curriculum for the slow-learning would be justifiable. The course as outlined for the slow-learning is rich in material which will not only be of interest and appeal to them but within their sphere of learning and comprehension. Most of the material calls for pupil activity, and this in itself brings about a condition of contentment and dispels fatigue and discouragement.

4240. **Milne, Thomas J.** Shorthand course of study. 1930. Upper Darby high school, Upper Darby, Pa.

A revision of the course of study in shorthand for the State of Pennsylvania. Sets up objectives and outlines model daily lessons.

4241. **Minehart, Lillian L.** The frequency of the recurrence of the one stroke, the two, three, four, and five stroke combinations in a word list, based on a shorthand system. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. University of Pittsburgh bulletin, 27: 340-41, November 1930. (Abstract)

4242. **Noble, M. C. S., Jr.** Commercial teachers in the high schools for whites in North Carolina in 1929-1930. State department of public instruction, Raleigh, N. C. 1930. 24 p. ms.

Shows the supply of and demand for white commercial teachers in the high schools of North Carolina and the amount and kind of training possessed by commercial teachers in the high schools for whites in North Carolina.

4243. **Owens, Charles B.** A survey of typewriting achievement at the end of the first year, speeds attained and errors made. Master's thesis [1930] New York state college for teachers, Albany.

Findings: Differences in age, sex and incentive were particularly significant.

4244. **Phillips, D. E.** Class shopping experiment. *Journal of applied psychology*, 14: 42-53, February 1930.

A class in business psychology in Denver undertook to carry out some buying experiments in the various business establishments in the fall of 1928. Seven hundred twenty reports were made by prospective buyers. The students tell the effect made on them by the form of greeting, dress, service, knowledge of goods of the clerk.

4245. **Pittsburgh, Pa. Public schools.** Department of curriculum study and research. High school course of study in bookkeeping I, II, III, & IV. September 1928-November 1929. 49, 54, 12, 15, p. ms.

4246. ——— High school course in typewriting. 1929-30. (Printed)

4247. ——— Occupational survey of commercial graduates, drop-outs and evening school pupils. Pittsburgh high schools. Curriculum study and educational research bulletin, 4: 164-82, March-April, 1930.

Five hundred thirty-five graduates and 179 drop-outs were interviewed, making a total of 714 cases. Gives statistical tables showing the duties of commercial graduates at time of interview.

4248. **Reynolds, Helen.** A study of the status of commercial education in the public schools of Ohio, particularly as it relates to the training of commercial teachers in that State. Master's thesis, 1929. New York university, New York, N. Y.

4249. **Rice, Louis A.** A comparison of commercial education in New Jersey in 1928 with 1916. Master's thesis, 1930. New York university, New York, N. Y.

4250. **Riemer, Edwin.** A revised keyboard for the typewriter. Master's thesis, 1929. New York university, New York, N. Y.

A study based upon relative hand strength and individual relative finger strength coupled with order of frequency of letters of the English alphabet.

4251. **Rowland, Ralph S.** An experiment in teaching touch typewriting to pupils in the fifth and sixth grades. *Elementary school journal*, 30: 533-38, March 1930.

During the second semester of the school year 1928-1929, touch typewriting was taught to an experimental class of fifth- and sixth-grade children in Lincoln, Nebr. Nineteen pupils met after school five days a week for a session of 40 minutes for 15 weeks. Data indicate that typewriting had no effect on the physical growth of the children, and that the educational experiences of the children were considerably enriched through the typewriting.

4252. **Ruppert, Marie Louise.** A survey of the commercial department of a Long Island high school and its surrounding business community. Master's thesis, 1930. New York university, New York, N. Y. 62 p. ms.

The findings include data relating to guidance of pupils, skill and character qualifications desired by business men, and also office machine equipment, kinds and number of positions, etc.

4253. **Ryan, Christopher Mathew.** Some factors which influence the placement of junior clerical workers in New York City. Master's thesis, 1929. New York university, New York, N. Y. 98 p.

4254. **Ryan, Mary S.** Analysis of diagnostic tests and remedial teaching in typewriting study. Master's thesis [1930]. Cornell university, Ithaca, N. Y.

4255. **Salsgiver, P. L.** The ability of pupils to estimate the accuracy of their knowledge in bookkeeping. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. University of Pittsburgh bulletin, 27: 369-70, November 1930. (Abstract) —

4256. **Schlagle, F. L. and Pate, Ethel.** Reasons for failure—first grade pupils forecasting success in shorthand. 1930. Board of education, Kansas City, Kans.

4257. **Shaw, Ray Banker.** Non-educational aims of commercial education in secondary schools. Master's thesis, 1930. University of Southern California, Los Angeles. ms.

4258. **Shields, H. G.** Some economic considerations in secondary school business education. *School and society*, 31: 607-609, May 3, 1930.

From 1893 to 1924 high-school-commercial education has grown more rapidly than high-school enrollment. Real wage studies of clerical workers indicate that the economic importance of this group is relatively declining, and that the subdivision of tasks of clerical workers is carried on to such an extent that much clerical training may well take place on the job rather than at public expense. Clerical education should not be confused with general business education.

4259. **Skene, Etta C.** The status of the teaching of business law in the States of Oklahoma and New Jersey. Master's thesis, 1930. New York university, New York, N. Y.

4260. **Smith, Harry David.** Improvement of instruction in bookkeeping. Master's thesis, 1929. New York university, New York, N. Y. 54 p.

4261. **Snyder, Lucille H.** Survey of certain aspects of the commercial department, San Jose high school. Master's thesis, 1930. Stanford university, Stanford University, Calif. 117 p. ms.

4262. **Stedman, Melissa Branson.** Factors influencing school success in bookkeeping. *Journal of applied psychology*, 14: 74-82, February 1930.

The problem was to find the factors influencing success in bookkeeping, and what relationship might exist between certain tests and bookkeeping grades. A group of 75 tenth grade students enrolled in the first semester of bookkeeping in the Bell high school of Los Angeles in September 1927, were studied and the results verified and checked upon another group of tenth grade students in the same school in the autumn of 1928. Conclusions: Children with an IQ below 80 should not be allowed to study bookkeeping. It is possible to predict with almost absolute accuracy the maximum possibilities of any student entering a class in bookkeeping by use of the modified form of the Thurstone clerical test and tests in the fundamentals of arithmetic. Health is absolutely necessary for a bookkeeper.

4263. ——— A study of the possibility of prognosis of school success in typewriting. *Journal of applied psychology*, 13: 505-15, October 1929.

Findings: No test was found to correlate highly enough with typing to make it possible to tell a child whether or not it would be worth while for him to take up typing as a vocation.

4264. **Strauss, Harold W.** The effect of general intelligence and achievement in arithmetic on success in bookkeeping. Master's thesis, 1930. Rutgers university, New Brunswick, N. J.

4265. **Taylor, Naomi.** Production records in training. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. University of Pittsburgh bulletin, 27: 395-96, November 1930. (Abstract)

4266. **Tonne, Herbert A.** Commercial teacher training curricula. *Journal of educational sociology*, 3: 610-20, June 1930.

The curricula of all schools that offered commercial teacher-training curricula that could be found were compiled and classified according to the type of work given, the

types of schools in which the work was offered, the number of years required by the curriculum, and the year in the curriculum in which the various types of work were required.

4267. Washington (State) Department of education. Commercial courses for the junior and senior high schools. Olympia, 1930. 58 p.

4268. White, Jesse Ewing. What commercial curriculum of Pomeroy high school will best fit the needs of the business community of Pomeroy, Ohio? Master's thesis, 1929. New York university, New York, N. Y.

4269. Wood, Helen. A survey of the commercial occupations of workers 14 to 30 years of age in the city of Terre Haute, Ind. Master's thesis, 1930. Indiana university, Bloomington. 94 p. ms.

4270. Worthington, William E. Educational adjustments for a metropolitan district commercial high school as based upon the employment experiences of its graduates. Master's thesis, 1930. New York university, New York, N. Y.

4271. Young, Shepherd. An occupational survey of the commercial graduates of the three high schools of Terre Haute, Ind. Master's thesis, 1929. Indiana university, Bloomington. 120 p. ms.

See also 147, 320, 1254, 1961(7), 2064, 2213, 2368, 3960, 4332, 4383.

### PROFESSIONAL EDUCATION

4272. Austin, Florence Olive. History of the curriculum of the University of California medical school. Master's thesis, 1929. University of California, Berkeley. 104 p. ms.

An attempt to trace the curriculum of Toland medical college of San Francisco, the University of California, Medical college of Oakland, and the Hahnemann medical college of the Pacific from the beginning, through the various stages, to the present enriched course of study offered by the University of California medical school, which is a combination of the above. Findings: The present trend of medical education is towards increasing the years of premedical study, including both scientific and cultural subjects; increasing the years of medical study; the number of departments, courses, and of electives, so that a student may prepare for one of the following fields: general practice, specialist, laboratory or research director, and teacher of medical subjects.

4273. Barrows, Henry R. The effects of continuous academic work on the achievement of medical preparatory students. Doctor's thesis, 1929. New York university, New York, N. Y.

4274. Brennan, Robert. A professional course of education in the seminary curriculum. University of Notre Dame, Notre Dame, Ind.

4275. Brune, Sister Athanesia. A classification of the nurses' training schools in the State of Missouri. Master's thesis, 1930. Loyola university, Chicago, Ill. 162 p. ms.

4276. Castile, Pearle Ida. Contribution to the education of nurses from a study of normal children. Master's thesis, 1929. University of California, Berkeley. 81 p. ms.

Describes a plan by which a study of normal children can be provided for students of nursing, and analyzes and measures the influence of such a study upon the behavior of a nurse. Findings: The group taking the course improved not only in mechanics of nursing but in nursing points indicating a sympathetic consideration of the personality of the child.

4277. Cheo, Si-Ping. The vector calculus and engineering education in 1930. Master's thesis, 1930. University of Southern California, Los Angeles. ms.

4278. Colwell, N. P. Medical education, 1926-1928. Washington, United States Government printing office, 1929. 14 p. (U. S. Bureau of education. Bulletin, 1929, no. 10)

Advance sheets from the Biennial survey of education in the United States, 1926-1928.

4279. **Cotting, Quincy.** A comparative study of the vocational requirements for pharmacists in the states of the Union. Master's thesis, 1930. University of Southern California, Los Angeles. ms.

4280. **Cowley, W. H.** Personnel program for the college of veterinary medicine. 1930. Ohio state university, Columbus.

4281. **Cox, Rev. Joseph G.** The administration of seminaries. Master's thesis, 1930. Catholic university of America, Washington, D. C. 54 p. ms.

4282. **Hildebrand, E. Fritjof.** An engineering drafting course for the ceramic engineers at the New York state school of clayworking and ceramics. Master's thesis, 1930. New York university, New York, N. Y. 30 p. ms.

A survey of the colleges offering ceramic courses and the men in the ceramic field. Findings: All schools give general engineering drawing; four give courses in ceramic design. All men in the field reported that engineering drawing was very important in their work, also that more time should be given to this subject.

4283. **Hurd, A. W.** Prognosis in engineering. [1930]. University of Minnesota, Minneapolis. 19 p. ms.

4284. —. Prognosis in medicine. [1930]. University of Minnesota, Minneapolis. 8 p. ms.

4285. **Mitchell, Claire.** Hobbies of a few professional men and women. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 52 p. ms.

This is a presentation of information on hobbies, showing the kind of hobbies practiced, popularity of hobbies, time spent in practice, cost and origin. Findings: Hobbies are generally practiced, the majority of hobbies develop from childhood training, new creative hobbies are being taken up by teachers.

4286. **Prall, C. E. and Gerberich, J. B.** A study of student progress and elimination in the engineering college of the University of Arkansas. 1930. University of Arkansas, Fayetteville. 22 p. ms.

A study of elimination, causes and related factors, from the college of engineering of the University of Arkansas for the years 1923 through 1929. Findings: Approximately half of those who graduate from the engineering curriculum fail to secure their diplomas in the scheduled time of four years. There is a high degree of persistence in attendance until graduation on the part of those who remain in school four years. The engineering curriculum has relatively low holding power even for the freshmen who make grades of "C" or above in their first attempts at college mathematics. Economic considerations and other nonscholastic influences play a part in elimination of students. Twenty per cent of students are transferred to other colleges or institutions. In spite of the more rapid elimination of those who get behind in the earlier semesters, the remaining group carry a constantly increasing load of failed or unfinished subjects at the end of each succeeding semester.

4287. **Reed, Alfred Z.** Review of legal education in the United States and Canada for 1929. New York city, Carnegie foundation for the advancement of teaching, 1930. 72 p.

Includes a comparative table of requirements for admission to the bars of the 60 American states and Canadian provinces; list of law schools within the same territory, showing tuition fees, attendance, and principal educational features; and comparative statistics of law schools since 1890.

4288. **Remmers, H. H.** A comparison of engineering freshmen over an interval of ten years. *School and society*, 31: 652-54, May 10, 1930.

Engineering freshmen at Purdue university were tested in November 1919 and in November 1929, and their grades compared. Data indicate that engineering freshmen in 1929 are superior to those of 1919 with respect to scholastic preparation. The observed superiority is probably to be credited to improved high-school instruction. The increase in freshman failures indicates an increase in the standards of Purdue university.

4289. **Resides, G. H.** Relative weights of mastery, of various high school subjects in contributing to success in schools of engineering, scores in standard-

ized tests at the end of high school. 1930. Pennsylvania state college, State College.

Records of 52 engineering students were used. Pearson correlation and regression coefficients were used in calculations. Scholarship grades for one and one-half years were the criterion.

4290. Swisher, Idella Gwatkin. The reorganization of medical education in the United States. Doctor's thesis, 1930. Brookings Institution, Washington, D. C.

4291. Thomas, Andrew S. Organization and development of the preparatory seminary in the United States. Master's thesis, 1930. Catholic university of America, Washington, D. C. 50 p. ms.

4292. Wilson, Florence K. A program of health for student nurses. Master's thesis, 1930. Western Reserve university, Cleveland, Ohio. ms.

The purpose of this study was to construct a health program for student nurses. A study of the health habits of nurses was made from questionnaires submitted to the nurses and statistics of minor ailments and diseases obtained from three schools of nursing.

4293. Winfield, Oscar A. The control of Lutheran theological education. Master's thesis, 1930. Yale university, New Haven, Conn.

4294. Worthing, Warner B. A handbook of vocational information on the professions. Master's thesis [1929]. Ohio state university, Columbus. 175 p. ms.

This study covers the following professions: accounting, architecture, chemistry, dentistry, engineering, law, librarianship, medicine, ministry, nursing, pharmacy, private secretary, social service, teaching.

4295. Zehmer, George B. and Witsler, George W. Post-graduate medical education in Virginia. University, University of Virginia, 1930. 68 p. (University of Virginia record. Extension series, vol. 14, no. 10, April 1930)

The authors first outline the various plans of continuing instruction for the general practitioner, then show the needs and desires of Virginia physicians in respect to post-graduate education, as revealed in their answers to a questionnaire, and third, propose a program of post-graduate medical education in Virginia.

4296. Zerfoss, Karl P. The background and experience of theological students. Master's thesis, 1930. Yale university, New Haven, Conn.

See also 2557.

#### CIVIC EDUCATION

4297. Burke, Blanche. A course of study in civics for the elementary grades. Master's thesis, 1930. Duke university, Durham, N. C.

4298. Cowan, Glenn Thomas. Test items on a single textbook in American government. Master's thesis, 1930. University of Iowa, Iowa City. 74 p. ms.

4299. Damon, Russell Ingram. Civic information possessed by Chicago and Peoria children. Master's thesis, 1929. University of Chicago, Chicago, Ill. 107 p. ms.

A comparison of civic information possessed by sixth-grade pupils in Chicago and Peoria to see if there is a similarity in nature and amount. Findings: For comparable groups the amount is about the same, for all groups the nature of the information is the same.

4300. Doherty, Eleanor Merritt. A study of the citizenship-point plan as operative in the high schools of California. Master's thesis, 1930. University of California, Berkeley. 76 p. ms.

A study to determine the present status of the citizenship-point plan (any scheme whereby students are given or lose definite points for "scholarship," "service," "conduct," or all three and where permanent records are kept) in California high schools and the influence of various factors on the success or failure of the plan. Findings: 117 of

320 high schools responding use the citizenship-point plan—56 per cent of the large schools, 46 per cent of the medium-sized schools, and 19 per cent of the small schools. Of plans adopted, 21 per cent have failed in small schools, 7 per cent in large schools, and 5 per cent in medium schools. Personal approval of citizenship-point plan was given by 115 principals with experience in its use, modified approval, by 5, and disapproval, by 6.

4301. Doig, Leroy Lowry. Citizenship devices used in the senior high schools of California. Master's thesis, 1930. University of Southern California, Los Angeles. 72 p. National education association. Department of secondary school principals bulletin, 34: 106-108, January 1931. (Abstract)

The author examined existing forms of high-school merit systems in an attempt to find one which will be satisfactory from the standpoint of school citizenship. He outlines an original system which is in successful operation at Garden Grove high school. Replies to a questionnaire, which were received from 262 principals of senior high schools in California, were studied and analyzed.

4302. Eckert, Robert Emmet. A measurement of civic growth of pupils in the upper grades of the Dubois county schools. Master's thesis, 1930. Indiana university, Bloomington. 104 p. ms.

4303. Forney, Earl Bryan. The administration of the high school with relation to the social-civic education of its pupils. Master's thesis, 1930. Indiana university, Bloomington. 110 p. ms.

4304. Gerig, Daniel S. The history and activities of the Federal council of citizenship training. Master's thesis, 1930. University of Chicago, Chicago, Ill.

An investigation into the origin of, activities, and results accomplished by the organization in the Federal departments of the government under the Federal council of citizenship training, from its organization to August 1929.

4305. Leavenworth, Kans. Public schools. A study of the correlation obtaining between academic and citizenship grades and between academic grades and intelligence quotients in the Leavenworth public schools. 1930. 16 p. ms.

Shows that a high correlation exists between ability in the academic subjects and intelligence quotients, and that there is a comparatively high correlation between citizenship and scholarship.

4306. Lehman, C. O. Illustrative material for civics. Educational research bulletin (Ohio state university), 8: 311-15, October 9, 1929.

Ten junior high-school textbooks in civics were selected for this study. The amount of space allotted to illustrative materials in these texts in proportion to the total content ranges from 6 to 24 per cent.

4307. Martyn, Margaret V. A critical analysis of four semi-scientific methods of determining content in civics. Master's thesis, 1930. College of the City of New York, New York, N. Y. 110 p. ms.

Periodicals, political party platforms, critical books and judgments of representative citizens were studied. Findings: The first and third methods mentioned were found to be relatively better than the others, although none was found totally adequate.

4308. Nagy, Esther Mary. The use of the newspaper for effective civics teaching in the first term of high school. Master's thesis, 1930. College of the City of New York, New York, N. Y. 73 p. ms.

New York City pupils were investigated by means of observation, test and questionnaire.

4309. New York (State) Department of education. A tentative syllabus in economic citizenship. The business of living. Albany, University of the State of New York press, 1929. 90 p.

This outline has been developed in response to a request for material of a social science character emphasizing individual and group economic responsibility and adapted to the needs of boys and girls in the earlier levels of the secondary school period.

4310. Petterson, Clara M. Present status of instruction in the Constitution of the United States in California secondary schools. Master's thesis, 1930. University of Southern California, Los Angeles. ms.

4311. Pittsburgh, Pa. Public schools. Department of curriculum study and research. Qualities of a good citizen. 1930. 4 p. ms.

This contains a tabulation of the qualities of a good citizen as derived from several sources.

4312. Rogers, Camillus Walter. Nationalistic propaganda through contests. Master's thesis, 1930. Stanford university, Stanford University, Calif.

4313. Singleton, George G. The government of Georgia; a supplement to Hughes' Elementary community civics. [Boston, Mass.] Allyn and Bacon, [1930.] 80 p.

4314. Stabler, Dewey A. The relation between the civic information possessed by ninth-grade pupils and their practices in citizenship. School review, 37: 697-706, November 1929.

A study was made of 120 ninth-grade pupils in the junior high school at South Haven, Mich., during February and March 1928. The character and extent of the civic deficiencies of the pupils were measured by direct observation. Nearly half of the civic deficiencies observed pertain to whispering or talking aloud without permission of the teacher in charge. All the civic deficiencies observed were possessed to some extent by the better groups as well as the poorer groups. Results of the test showed that the pupils possessed the greatest amount of knowledge about topics which deal with local affairs or that come within the range of their everyday experiences. Data indicate that the possession of a greater amount of civic knowledge aided the pupils in their practices of citizenship in school.

See also, 579, 1022, 1527, 1531, 1537, 1639, 3237, 3755, 4415, 4557; and under Moral education; Social studies.

#### MILITARY EDUCATION

4315. Brown, Laurence H. A consideration of the citizens' military training camps as a factor in the older boys' program. Master's thesis, 1929. University of Notre Dame, Notre Dame, Ind.

4316. Greene, Charles R. Practices regarding Reserve officers training camp organization. [1930.] Public schools, Denver, Colo. 8 p. ms.

Responses to questionnaires in cities over 150,000, showed that the work of the Reserve officers training camp organizations seems very satisfactory wherever used.

#### EDUCATION OF WOMEN

4317. Allison, Annie Claybrooke. Recording systems of deans in secondary schools for girls. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 107 p. ms.

4318. Andrews, Marie G. Report of the research committee of deans of women of the North Carolina education association. 1930. North Carolina education association, Raleigh.

This is an attempt to work out a blank which could be used by high school deans in recommending girls to college, and for college deans in sending reports back to the high school.

4319. ——— A time questionnaire study. Personnel journal, 9: 72-76, June 1930.

Data were secured from over 700 students at the North Carolina college for women on the use of their time for a week. The results show a constant decrease in the number of hours spent from freshman to senior year in curricular activities, and an increase in hours spent in extracurricular activities.

4320. Andrus, Ethel Percy. The development of an educational program for the high school girl based on a critical study of her nature and her needs. Doctor's thesis, 1930. University of Southern California, Los Angeles.

4321. **Armentrout, Lois L.** A study of problem experiences of senior high school girls with a view to the construction of a program of Christian education. 1929. Presbyterian training school, Chicago, Ill.

A collection of 5,000 authentic descriptions of problem experiences; their interpretation and classification to discover norms of moral development and standards for curriculum construction.

4322. **Banks, Dorothy J.** The adolescent girl in literature and psychology. Master's thesis, 1930. University of Chicago, Chicago, Ill.

A critical analysis of the traits of adolescence mentioned in diaries, biographies, fiction for girl readers and fiction for adults; and a comparison of the literary treatments of the adolescent girl with the psychological studies on the same subject.

4323. **Beane, James Cecil.** A survey of the Indiana girls' school, Clermont, Ind. Master's thesis, 1929. Indiana university, Bloomington. 168 p. ms.

4324. **Beaumont, Dorothy Dean.** The status, duties, and procedures of deans of women in relation to the educational and vocational guidance programs of colleges and universities. Master's thesis, 1930. University of Southern California, Los Angeles. ms.

4325. **Bellamy, Raymond.** Grades given at the Florida state college for women. *School and society*, 32: 102-103, July 19, 1930.

This study was made in order to determine the amount of agreement among the instructors as to the scholarship of the different students. All the grades given during the first semester of the year 1922-1923 were used as a basis for investigation.

4326. **Blanton, Annie Webb.** College women in Texas. 1930. University of Texas, Austin.

4327. **Boillin, Mary Louise.** Determination of the interrelations, partial and multiple, between various anthropometric measurements in college women. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y.

Data for this study were obtained at Wellesley college. The measurements of 815 students finally used were: weight, height, width of hips, depth of chest, width of chest, biacromial width. It was found that the skeletal measurement of height is inadequate as a determinant for predicting weight in girls of 18.5 years. Individual differences in chest and hip measurements are decidedly more significant than height in determining weight expectancy at the late adolescent age.

4328. **Bollinger, Vera E.** A study of the functioning of deans of girls in secondary schools. Master's thesis, 1930. University of North Dakota, Grand Forks. 65 p. *School of education record*, 16: 91-94, December 1930. (Abstract)

This study stresses and emphasizes the professional preparation and experience of deans of girls in secondary schools. One hundred and eighty-six persons classified as deans or advisors of girls and members of the National association of deans of women furnished the data for the study. The study shows that the office of dean of girls can be adapted to and can render a valuable service to all high schools.

4329. **Brill, Winifred.** The status of the high school dean of girls. Master's thesis, 1929. Indiana state teachers college, Terre Haute. 48 p. ms.

4330. **Brown, Georgia.** Comparative study of women in occupations. Master's thesis, 1929. Teachers college, Columbia university, New York, N. Y. 90 p. ms.

4331. **Byrne, Mrs. Esther Felton.** A comparative study of girl reserves with non-girl reserves in the Orange union high school. Master's thesis, 1930. University of Southern California, Los Angeles. ms.

4332. **Cavan, Ruth Shonle, and Cavan, Gordon True.** Education and the business girl. *Journal of educational sociology*, 3: 83-93, October 1929.

A group of Chicago business girls were studied with reference to age, salaries, marital status, intelligence, social background, etc.

4333. Charters, W. W. Woman's education, a functional study. [1929] Stephens college, Columbia, Mo. 472 p. ms.

An analysis of the activities of a large group of college graduates (women) in 37 States, of all ages and occupations.

4334. Cobb, Ethel M. Legal and administrative aspects of standardized dress regulations for high school girls. Master's thesis, 1929. University of California, Berkeley. 30 p. ms.

This is an attempt to bring together data bearing upon the arguments for and against uniform dress for high school girls. Findings: Uniform dress is successful only if the proper attitude of school spirit is created among the girls and parents, and if it is initiated and enforced by a large majority of the girls. Legally, a girl can not be forced to wear a uniform. The trend of dress for high school girls is definitely away from standardization.

4335. DeLay, Emma Grace. Education of girls in secondary schools of the United States. Master's thesis, 1929. Indiana university, Bloomington. 115 p. ms.

4336. Gaw, Esther Allen. Techniques used in the office of a dean of women. Educational research bulletin (Ohio state university), 9: 289-323, May 28, 1930.

The evaluation of the various factors in the social, economic, and emotional development of the student. A description is given of seven survey studies: the evening activity card, the personality traits check list, the freshman clothing budget, sorority costs, scholarship loans, part-time work, and the "general questionnaire." Schemes for surveying student houses and for rating the head residents are given.

4337. Goodsell, Willystine. A study of the size of family among a group of college and noncollege women. Study undertaken independently, but reported on at the annual meeting of the American sociological society, Washington, D. C., December 1929.

The investigation included 489 college women and 469 noncollege women of the same social class and similar age range. The findings show a tendency to family limitation in both groups. The college group had an average of 1.57 children per marriage; the noncollege group had 1.70 children per marriage or 33 more in absolute numbers. In the college group one child was born in every 5.25 years; in the noncollege group one child in every 6.11 years. The average age of marriage of the college group was 24.77 years; of the noncollege group, 23.46 years. So far as this study goes, it shows that college education is a relatively unimportant factor in family limitations.

4338. Herriott, Jesse S. Physical development of college women, 1904-1928. Research quarterly of the American physical education association, 1: 46-53, March 1930.

Summarizes the results of a study of the physical development of college women for the purpose of determining the increase or decrease of the average age, weight, height, lung capacity, and obtaining a classification for general fitness. The records of 1,478 students of McGill university from 1904-1928 were studied.

4339. Herzog, H. S. Study of strength and endurance of high school girls. Master's thesis, 1930. Temple university, Philadelphia, Pa.

An attempt to study the strength of high-school girls in relation to age, height, and weight.

\* 4340. Leonard, Mrs. Eugenie Andruss. Concerning our girls and what they tell us; or a study of some phases of the confidential relationship of mothers and adolescent daughters. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1930. 192 p. (Contributions to education, no. 430)

The purpose of this investigation was to study those phases of the confidential relationship existing between mothers and adolescent daughters that could be analyzed through the questionnaire method of approach. A questionnaire consisting of 539 different situations was given to the girls of the Wadleigh high school and the Wadleigh high school annex, New York City, and to a small group of cooperating adolescent friends. Findings: Data seem to indicate that girls tell their mothers about half of their aspirations, ideals and experiences with religious ideas.

4341. **McCurley, Mary Thomas.** A five year study of the occupational distribution of the class of 1922 of Goucher college. Master's thesis, 1930. University of California, Berkeley. 40 p. ms. University high-school journal, 10: 256-57, December 1930. (Digest)

A study of those years immediately following graduation from college in the hope of learning facts of importance regarding the vocations entered by young graduates, some of the influences which led to the choice of vocations, and the continuity in pursuing the work. Findings: The trend is away from teaching and toward business; away from living unmarried at home and toward a greater number of marriages.

4342. **Moffit, Constance Pauline.** The girl grows up. A study of the development of personality in girls 10 and 12 years of age. Master's thesis, 1930. Catholic university of America, Washington, D. C. 62 p. ms.

4343. **Parker, Norma Alice.** The girl grows up. A study of the development of personality in girls 14 and 16 years of age. Master's thesis, 1930. Catholic university of America, Washington, D. C. 66 p. ms.

4344. **Parson, Marie Johnson.** A study of will-temperament of junior and senior high school girls. Master's thesis, 1929. University of Chicago, Chicago, Ill.

4345. **Bogers, Harriet N.** Psychogalvanic and association time differences in emotional responses between young women with and without physical training. Master's thesis, 1930. Ohio state university, Columbus. 24 p. ms.

A study of 50 junior and senior women at Ohio state university, 25 with physical education and 25 without.

4346. **Shaefer, Harold L.** Discovering courses for girls' dislike for history and social sciences. Master's thesis, 1929. Bucknell university, Lewisburg, Pa.

A questionnaire study of attitudes toward history and social sciences with suggestions for correcting wrong attitudes.

4347. **Thomas, Ruth Marie.** A comparison of the views of Plato and Rousseau concerning the education of women. Master's thesis, 1930. New York university, New York, N. Y. 65 p. ms.

Findings: Plato and Rousseau are antagonistic in their views concerning the education of women. In Plato's system women are to be trained to share with men the duties of government. They are to be the companions of men. Rousseau's education for women fits them to cater and to be pleasing to men.

4348. **Tibby, Ardella Bitner.** Some problems of a dean of women in a junior college. Master's thesis, 1929. University of Southern California, Los Angeles. 127 p. National education association. Department of secondary school principals bulletin, 34: 24-25, January 1931. (Abstract)

The function and duties of a dean of women and methods of performing some of the major duties.

4349. **Tousley, Charles V.** Study of the elementary pupils (girls) in the Springfield schools for six years. 1930. International young men's Christian association college, Springfield, Mass.

4350. **Ward, Eileen.** The girl grows up. A study of the development of personality in girls six and eight years of age. Master's thesis, 1930. Catholic university of America, Washington, D. C. 55 p. ms.

4351. **Wirt, Helen Lucille.** The office of the dean of girls in the senior high schools of California. Master's thesis, 1929. University of California, Berkeley. 109 p. ms.

A study of the duties and functions of the dean of girls in the senior high schools of California. Findings: (1) Sixty-one per cent of senior high schools in California have a dean of girls; (2) of deans who teach, most of them teach English; (3) salary in larger schools is above that of classroom teachers; (4) nature and extent of dean's duties depends on time and assistance given her. In larger schools with title of vice-principal she takes on many administrative duties in addition to regular counseling, placement, health guidance, etc.

4352. Woodhouse, Chase Going, and Yeomans, Ruth F. Occupations for college women. A bibliography. Greensboro, N. C., Institute of women's professional relations, North Carolina college for women, 1929. 290 p. Supplement no. 1, February 1930. 88 p. ms.; Supplement, no. 2, February 1931. 22 p. ms.

A complete bibliography of books and periodical titles dealing with occupations for college women classified under 20 heads; also chapters on personnel work in colleges, problems of professional women, vocational tests; lists of periodicals and organizations.

4353. Wu, Shu-Pan. A study of higher education for women in the United States. Master's thesis, 1930. Stanford university, Stanford University, Calif.

4354. Young, Elizabeth Barber. The curriculum of the woman's college of the Southern states. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y.

Data were collected from three types of women's colleges in the South: seminary; separate college for women; women's college coordinated with a university; all of which are non-state-supported liberal arts colleges holding membership in the Association of colleges and secondary schools of the Southern states; and are, with one exception the result of denominational interest and endeavor. The historical development of the educational programs, and the subject matter of the curricula were studied. The teaching force, size of classes and methods of instruction were analyzed; and the entrance and graduation requirements of the various types of colleges were compared. Findings: The curriculum of the woman's college in the Southern states harmonizes, as it has in the past, with the curriculum of the American arts college. The organization and the kind and number of subjects required for entrance and graduation are fairly uniform.

4355. Zehner, Dorothy. College opportunities for gifted senior girls. Master's thesis, 1930. New York university, New York, N. Y. 120 p.

An intensive study of 50 colleges in respect to educational (honors courses) opportunities for gifted senior girls.

See also 153, 156, 164, 178-179, 246, 1615, 2256, 2934, 3252, 3330, 3373, 3846, 3916, 4002, 4373, 4389, 4487, 4500, 4546, 4591; and under Home economics; Sex differences.

#### EDUCATION OF RACIAL GROUPS

4356. Bohr, Joseph W. Present status of Catholic education among the Indians of the United States. Master's thesis, 1929. Catholic university of America, Washington, D. C.

4357. Burcham, Lena M. A study of the student activities, discipline and social life of students at Salem Indian school (Oregon). Master's thesis, 1930. University of Oregon, Eugene. 65 p. ms.

A short history of the school and a study of the industrial department, academic, athletic, and musical departments; student societies; question of adjustment to American life, etc. Findings: Lack of contact with child after leaving school; more individual attention needed; music should be established as regular curriculum; more physical education necessary; and better modern library needed.

4358. Davis, John Benjamin. Public education among the Cherokee Indians. Peabody journal of education, 7: 168-73, November 1929.

Describes the schools maintained by the Cherokee nation for Indian children, without federal aid or supervision, supported by tribal funds, and conducted from 1801 to 1898.

4359. De Francesco, Domenic. The intelligence of the second generation of Italians. Master's thesis, 1930. University of Rochester, Rochester, N. Y. 235 p. ms.

Presents the historical background of Italian immigration, critically evaluates former studies of comparative intelligence and adds significant data of sociological and economic factors, as well as language handicap which effects interpretation of data. Findings: Italians score significantly inferior on all phases of intelligence tests which involve language, as compared with non-language elements. Socio-economic status is also significant in determining relative intelligence.

4360. Denver, Colo. Public schools. Department of research. Comparative intelligence ratings of pupils in two elementary schools, one primarily made up of negroes and the other of Mexicans. 1930.

4361. Johnson, Harper Daniels. The intelligence and achievement of Mexican children. Master's thesis, 1929. University of Denver, Denver, Colo. 60 p. ms.

Six hundred and eighty-three children from the fourth through the ninth grades were given the Otis classification tests. The problem was divided into the following points: (1) What is the relationship between the school and achievement? (2) What is the relationship between the school and mental ability? (3) What is the relationship between the mental ability and achievement? (4) What is the relationship between the chronological age and mental ability? (5) What is the relationship between the chronological age and achievement? (6) What is the relationship between the chronological age and the school grade? etc. Pupils were tested from the public schools of El Paso, Tex., Santa Rosa and Vaughn, N. Mex., and the Immaculate Conception school in Las Vegas, N. Mex.

4362. Lane, Russell Adrian. The legal trend toward equalization of racial opportunity for education in the United States. Master's thesis, 1930. Indiana university, Bloomington. 240 p. ms.

4363. Linthicum, John Buren. The classification of Spanish-American beginners in an Albuquerque public school. Master's thesis, 1930. University of Southern California, Los Angeles. ms.

4364. McAnulty, E. Alice and Tritt, Jessie. Nationality survey. Public schools, Los Angeles, Calif. [1930]

4365. Manuel, Herschel T. The education of Mexican and Spanish-speaking children in Texas. Austin, University of Texas, 1930. 173 p.

A survey of existing conditions in regard to Mexican and Spanish-speaking children in Texas, setting forth the number and distribution of Mexican children, educational provisions, school enrollment and attendance, and problems in teaching English to these children. The historical, ethnological, and social background, and the personality of the Mexican child are taken up.

4366. ——— and Wright, Carrie E. The language difficulty of Mexican children. *Pedagogical seminary and Journal of genetic psychology*, 36: 458-68, September 1929.

Tests were given to 689 high school students and 207 college students enrolled in classes studying the Spanish language or literature. Nineteen per cent of these students spoke the Spanish language as their native tongue.

4367. Pau, Ruth M. A study of the characteristics of Chinese children from three to six years of age in a kindergarten in New York and some comparisons with American children of pre-school age. Master's thesis, 1929. New York university, New York, N. Y. 64 p.

4368. Pratt, Helen G. Some conclusions from a comparison of school achievement of certain racial groups. *Journal of educational psychology*, 20: 661-68, December 1929.

In 1924 and 1925 Standard achievement advanced examinations were given children in the Japanese, Chinese, Hawaiian and part-Hawaiian groups in schools in Hawaii. It was found that the school achievement of the Chinese over other groups is real; that Japanese and part-Hawaiian reach about the same level in school achievement; and that the Hawaiian falls below the other groups. The author suggests that this is proof of the existence of an unsuitable school environment and the need for curriculum changes.

4369. Ream, Glen Orville. Spanish speaking pupils in the high school at Albuquerque, N. M. Master's thesis, 1930. Yale university, New Haven, Conn.

4370. Telford, C. W. Differences in responses to colors and to their names: some racial comparisons. *Journal of genetic psychology*, 37: 151-59, March 1930.

4371. **Vincenty, Nestor I.** Racial differences in intelligence as measured by pictorial group tests with special reference to Porto Rico and the United States. Doctor's thesis, 1929. Harvard university, Cambridge, Mass. 202 p. ms.

This study was started with three major ends in view: First, to ascertain the adequacy of pictorial non-language group intelligence tests for the measurement of mental differences between Porto Rican and American children in their early years of childhood; second, to make a comparative analysis of the school educability of Porto Rico first-grade children, aimed at determining the extent to which the main features of the American school system are applicable to the mentality of the school population; third, as a significant corollary to the first end, to investigate the validity of the pictorial non-language testing technique for the measurement of racial differences in intelligence. Conclusions: It was found that the educable capacity of Porto Rican children can not be properly determined by means of the tests used in this study, which are specifically adapted to the United States, and not equally applicable to Porto Rico. Pictorial non-language tests of intelligence, therefore, seem inadequate for the measurement of racial differences in mentality, and will remain so as long as the pictorial factor disturbs their validity.

4372. **Waits, Logan A.** The education of the Mexican in Texas. Master's thesis, 1930. Teachers college, Columbia university, New York, N. Y. 61 p. ms.

4373. **Young, Constance.** Newer methods of personal counseling in relation to work with Trinidad girls. Master's thesis, 1930. Teachers college, Columbia university, New York, N. Y. 39 p. ms.

Survey of conditions as they affect the life of Indian girls with reference to the possibility of modifying the major difficulties. The study resulted in the realization of the value of a psychological approach to problems of maladjustment, and showed the necessity of a program of adult education in any work with young people.

#### NEGROES

4374. **Alverson, Roy Tilman.** A history of Tuskegee. Master's thesis, 1929. Alabama polytechnic institute, Auburn.

4375. **Barnett, Ferdinand Leon.** Negro and secondary education in Kansas. Master's thesis, 1930. University of Wichita, Wichita, Kans. 153 p. ms.

4376. **Beckham, Albert Sidney.** A study of the intelligence of colored adolescents of different economic and social status in typical metropolitan areas. Doctor's thesis, 1930. New York university, New York, N. Y.

4377. **Bikle, Horace Waters.** A study of the intelligence of a group of negro trade-school boys. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. University of Pittsburgh bulletin, 27: 226-27, November 1930. (Abstract)

4378. **Bond, James Arthur.** Negro education in Kentucky. Master's thesis, 1930. University of Cincinnati, Cincinnati, Ohio. 100 p. ms.

The author studies negro education in Kentucky historically. He studies elementary, secondary and higher education, teacher training and vocational education to determine the kind of education needed in the State, the financial capacity of the agencies administering education. Findings: Negro elementary education is administered by poorly trained and poorly paid teachers; the subject matter and methods are traditional. There are enough high schools, but they need standardization. Vocational education is incomplete and sketchy, costly and inadequate, personally and socially inefficient. Higher education is in a state of flux; there is no standard four-year college in the State. Increased interest and leadership must be developed in this field.

4379. **Bryant, Mrs. Bessie D.** The influence of education upon the negro's standard of living. Master's thesis, 1930. Tulane university, New Orleans, La. 50 p. ms.

Findings: In general, a rise of the standard of living goes along with increase of opportunity for education.

4380. **Caliver, Ambrose.** A personnel study of negro college students. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y.

The social, economic, and intellectual background; scholastic achievement and interest; and extracurricular activities of 459 students who entered Flak university during the

years 1926-1927-1928 were studied, from freshman questionnaires, student's application blanks, high-school transcripts, college transcripts of advanced-standing students, registrar's permanent-record cards, etc. The influence of certain background factors seems to be definitely reflected in the trend of college enrollment at Fisk university, and in the equipment which the students bring to college. Certain background factors seem to have a definite influence on the subsequent achievement of college students. The author recommends that further study be made of negro colleges along lines similar to the present study.

4381. Chippey, Arthur. Study of teaching of science in negro secondary schools of North Carolina. Master's thesis, [1930]. Cornell university, Ithaca, N. Y.

From a study of 18 accredited negro high schools in 11 counties of North Carolina, science teaching was found to be very inadequate in equipment, methods, and curricular offering.

4382. Clement, B. E. A history of negro education in North Carolina. Doctor's thesis, 1930. Northwestern university, Evanston, Ill.

A study of the attitudes of white and negro races and laws supporting negro education. Statistics are given showing the development of negro education in North Carolina.

4383. Colbert, Everett H. A study of the nature and requirements of New York City clerical occupations open to negro men and women. Master's thesis, 1929. New York university, New York, N. Y. 55 p. ms.

4384. Cooke, Dennis Hargrove. The white superintendent and the negro schools in North Carolina. Doctor's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. Nashville, Tenn., George Peabody college for teachers, 1930. 176 p. (Contributions to education, no. 73)

The history, organization, administration and supervision of negro schools in North Carolina, with a summary of conclusions and recommendations.

4385. Cooper, William Mason. Student teaching in negro state teacher training institutions in North Carolina and some recommendations. 1930. Elizabeth City normal school, Elizabeth City, N. C.

A description of the present organization of student teaching courses in the three state teacher training institutions for negroes in North Carolina. Contains constructive proposals for the improvement of these courses.

4386. Cox, John Fremont. A comparison of the intelligence of native white and negro male convicts, tested with the Stanford revision of the Binet-Simon scale and retested with regrouped form of the same scale. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. University of Pittsburgh bulletin, 27: 247-48, November 1930. (Abstract)

4387. Dimmick, E. A. Occupational survey for colored boys in Pittsburgh. University of Pittsburgh school of education journal, 5: 138-47, June 1930.

A fact finding survey was made in the fall of 1929 to study the employment opportunities for colored men and boys in the skilled and semi-skilled trades in Pittsburgh; to create additional vocational opportunities for colored boys; to gather tangible data for counselling colored parents and their boys; and to modify the vocational courses if necessary to meet the needs of the colored pupils.

4388. Fair, E. L. Survey of the economic conditions of the negro graduate of North Carolina high schools, 1926-1927-1928. 1930. Agricultural and technical college, Greensboro, N. C.

A study of the extent to which graduates are following the occupations for which they have been trained in school; the extent to which they are able to find employment in North Carolina; and the financial returns.

4389. Fairclough, Alice Brown. A study of occupational opportunities for negro women in New York City. Master's thesis, 1929. New York university, New York, N. Y. 67 p.

The purpose of this investigation was to discover what negro women are doing, their training for their work, their chances for promotion, wages, new lines of work, etc., with a view to finding out where they can be absorbed.

4390. **Floyd, Arthur.** The attitude of negro vocational agriculture and home economics pupils toward farming as a factor affecting the program of agricultural education. Master's thesis, 1929. Cornell university, Ithaca, N. Y.
4391. **Graham, James Larmour.** A quantitative comparison of rational responses of negro and white college students. Doctor's thesis [1930]. George Peabody college for teachers, Nashville, Tenn.
1. A quantitative comparison of rational responses of negro and white college students. Offprinted from the *Journal of social psychology*, 1930, p. 97-121. 2. A quantitative comparison of certain mental traits of negro and white college students. Offprinted from the *Journal of social psychology*, 1930, p. 267-85.
4392. **Hamilton, Edward D.** A comparative study of the retention of pupils in the colored schools of St. Louis, Mo. under (a) the 8-4 plan, (b) the 6-2-4 plan, (c) the 6-3-3 plan. Master's thesis, 1929. Northwestern university, Evanston, Ill.
4393. **Hawkins, Mason A.** Frederick Douglas high school. Doctor's thesis, 1930. University of Pennsylvania, Philadelphia.
- A 17-year-period survey of a colored high school in Baltimore, Md. Notes specific trends toward higher levels; final test was based upon results in vocation outcomes and individual adjustments; lack of occupational opportunity in skilled work localizes a specific problem for this school.
4394. **Hillman, James E.** Survey of negro colleges of North Carolina. 1930. North Carolina state department of public instruction, Raleigh.
4395. **Holt, Q. H.** Negro business in Greensboro, N. C. 1930. Agricultural and technical college, Greensboro, N. C.
- A survey of business establishments owned and operated by negroes in the city of Greensboro to determine: (a) strength and weakness, (b) possibilities, and (c) suitable courses which Agricultural and technical college might offer in response to the business needs of the community.
4396. **Hudson, John Homer.** White and negro educational opportunities in certain Arkansas counties. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 78 p. ms.
4397. **Kernodle, Ruth.** Appetite and hunger among southern negro children. Master's thesis, 1929. Alabama polytechnic institute, Auburn.
4398. **Kindle, William H.** Physical education in southern secondary schools for negroes. 1930. National council of the Young mens Christian association, New York, N. Y.
- Questionnaires were sent to 232 schools. Ninety-seven were returned, representing 34,000 pupils and 148 teachers, 57 of whom have some training. Equipment includes two pools, 15 gymnasiums, 20 halls. Sixty-one schools engage in intramural sports, 70 in interscholastic sports. Baseball involved 2,600 students, basketball 2,000, football, 1,900. Thirty-five schools require medical examination for all students.
4399. **Kittrell, Flemma P.** A study of home economics in negro high schools and colleges in North Carolina. 1930. Cornell university, Ithaca, N. Y.
- A study of the home-economics departments in the North Carolina high schools and colleges for negroes; salaries of teachers, and curricula for training teachers.
4400. **Lannagan, C. A.** A study of the comparative length of sentences of negro and white criminals. Master's thesis, 1930. University of Iowa, Iowa City. ms.
4401. **Lee, Harold Fletcher.** Social problems of the negro in America. Master's thesis, 1930. University of Chicago, Chicago, Ill.
- In making this study it was desired to secure a complete list of the social problems of the negro in America, and to discover the relative importance of these problems. Recent literature was analyzed. Resulting data were interpreted in terms of methods of teaching.

4402. Lindsey, T. T. Do the white and colored races differ in mechanical ability? Peabody journal of education, 7: 160-63, November, 1929.

Tests of mechanical aptitude and mechanical ability were given to 100 white boys and to 100 negro boys in order to compare their mechanical ability. The results of the study show that the white group made better scores than did the colored group on each of the tests. There is a wider spread of scores about the mean for the negroes than for the white boys.

4403. McAllister, Jane Ellen. The training of negro teachers in Louisiana. Doctor's thesis, 1929. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1929. 95 p. (Contributions to education, no. 364)

4404. McGraw, Myrtle B. A comparative study of a group of southern white and negro infants. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y.

The study purports to minimize the effect of environmental factors involved by restricting the life age of the subjects to the period of infancy. Sixty colored babies and 68 white babies were selected at random from the infant population of Tallahassee, Fla., and studied. Data indicate that white babies are superior to negro babies in terms of developmental achievement. The same type and approximately the same degree of superiority is evidenced on the part of the white subjects as that found among older groups, or even adults.

4405. Maples, Stuart Angus. A comparative study of the mechanical ability of white and negro boys. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 46 p. ms.

4406. Minard, George, Cann. Education of the negro in the northern states. Master's thesis, 1930. New York university, New York, N. Y.

4407. Nathan, Winfred B. A survey of health conditions in Harlem. Doctor's thesis, 1930. New York university, New York, N. Y. 310 p.

Shows the causes for increased death rate among negroes.

4408. Newbold, N. C., *chairman*. Report of committee of investigation of certain phases of negro education in Louisiana. 1930. State department of public instruction, Raleigh, N. C. 125 p. ms.

4409. ——— Report of committee of investigation of the teacher training faculties for negroes in Mississippi. 1930. State department of public instruction, Raleigh, N. C. 138 p. ms.

4410. ——— Report of the subcommittee on the negro school child in White House conference on child health and protection. 1930. State department of public instruction, Raleigh, N. C. 84 p. ms.

4411. North Carolina. State department of public instruction, Raleigh. [Scholarship and status of colored teachers in North Carolina. 1929-1930]

This study covers the following subjects: Index of scholarship for colored teachers, number and certification of colored teachers, number and salaries of colored principals, number and salaries of colored teachers, and scholarships of colored teachers new to individual counties.

4412. Parks, M. Occupational survey of negro high school students. 1929. Central colored high school, Louisville, Ky.

One thousand four hundred and ninety-six occupations of parents of Central colored high school students were listed and classified together with vocational choices of students. The fact that 52 per cent of the students of the Central colored high school at Louisville, Ky., have selected the professions as vocations is significant. In view of their opportunities for such work this disproportion in occupational objectives is lamentable and suggests that adequate occupational information is needed by the students in helping them choose an occupation wisely. This information could be given through extracurricular activities or in the course of study. Greater facilities might be provided for training in a large number of vocations.

4413. Pechstein, L. A. Problem of negro education in northern and border cities. *Elementary school journal*, 30: 192-99, November 1929.

Reports the major findings of several researches on the education of the negro in cities and states north of the Mason and Dixon line. Data indicate that democracy in education is not likely to be reached in the northern cities studied since separation of the races in all walks of life is operating and seems likely to continue; aims of education may be best realized by negroes in separate schools; greater inspiration, racial solidarity, retention, and educational achievement as well as superior social activities are possible for negroes in separate public schools; under a staff of well trained negro teachers, the ideal separate public school for negroes will provide a closer parent-pupil-teacher relation as well as a clearer insight into treatment of mental deficiency, social maladjustments, special disabilities, and irregularities in behavior.

4414. Price, J. St. Clair. The intelligence of negro college freshmen. *School and society*, 30: 749-54, November 30, 1929.

Crude scores on intelligence tests were secured from 11 negro colleges and from 6 white colleges in the fall of 1927. In all of the negro colleges there were students capable of doing standard college work. Twenty per cent of the negro freshmen reach or exceed the median of the whites. At Ohio state university the difference between the scores of 70 negro freshmen and the 857 negro freshmen in seven negro colleges on the Otis test of mental ability was negligible, being less than one point in favor of the latter.

4415. Riley, Herman Murray. A history of negro elementary education in Indianapolis, Ind., with emphasis on its preparation for citizenship. Master's thesis, 1929. Teachers college, Columbia university, New York, N. Y. 68 p. ms.

4416. Robert, Charles S. Negro education in Oklahoma; legal status and current practice. Master's thesis, 1930. University of Colorado, Boulder. University of Colorado studies, 18: 99, December 1930. (Abstract)

It is the purpose of this study to look into the more important legal provisions of Oklahoma, to describe the conditions which exist, to interpret the current practice resulting from these separate legal provisions and briefly to compare the "status quo" of Oklahoma negro education with negro education in other southern states.

4417. Stormont, Nancy Little. An experiment in negro education; being a survey of a mission school. Master's thesis, 1929. New York university, New York, N. Y. 85 p.

4418. Vaahck, Anne. A comparative study of the abilities of whites and negroes. Master's thesis, 1930. University of Colorado, Boulder. University of Colorado studies, 18: 114, December 1930. (Abstract)

This study brings together data bearing upon racial differences between whites and negroes with a view to determining the relative mental status of the children of these races in public schools and resultant implications bearing upon the school progress of negroes.

4419. Whitlock, Sarah O. Survey of the negro pupils in the elementary schools of New Brunswick, N. J., October 1929. Master's thesis, 1930. Rutgers university, New Brunswick, N. J.

See also 68, 696, 1676, 3208, 4154, 4360.

### EXCEPTIONAL CHILDREN

4420. Cowen, Philip A. and Matthews, Eleanore Boss. Special class curriculum study. Albany, University of the State of New York press, 1930. 55 p. (University of the State of New York bulletin, no. 944, May 15, 1930)

Presents in brief form the results of the analysis of current practices in regard to grouping pupils and in regard to the activities approximately used in each group; suggests teaching units and sources of teaching material.

4421. Delaney, Mary C. Deductions from a survey of the social and economic status of 50 pupils who have been trained in the special classes of Albany. Master's thesis [1930] New York state college for teachers, Albany.

Shows evidence of benefits obtained from work in special classes. Makes recommendations for handling special class children.

4422. Gill, A. W. A survey of the opportunity school of Denver, Colo. 1930. University of North Dakota, University.

4423. Heck, Arch O. Special schools and classes in cities of 10,000 population and more in the United States. Washington, United States Government printing office, 1930. 33 p. (U. S. Office of education, bulletin, 1930, no. 7)

4424. Holbrook, Ethel, *Chairman*. Report of the committee on study and research of the special class teacher's association of the North Carolina education association. [1930] North Carolina education association, Raleigh.

The report contains a somewhat detailed statement showing "Ten reasons why special classes should be organized in the graded school systems of North Carolina." This report was presented at the state meeting of the Association, but it was decided not to release same until further study could be made.

4425. Hutt, Max Lewis. Characteristic differences in the achievement of bright and dull pupils; an analysis of research studies. Master's thesis, 1930. College of the City of New York, New York, N. Y. 121 p. ms.

The facts and research methods employed are summarized and critically interpreted. Marked limitations in technique are discerned in most of the studies.

4426. McKibben, Elsie. A study of pupils supposed to have inferiority complexes. Master's thesis, 1929. Ohio state university, Columbus. 72 p. ms.

Seventeen cases of junior high school pupils referred by their teachers as subjects for study were used. Findings: In one case from the 17, an inferiority complex was found. The remaining 16 cases represent maladjustment either in school or socially.

4427. Richardson, Robert M. jr. Characteristic differences in bright and dull children. Master's thesis, 1930. University of Colorado, Boulder. University of Colorado studies, 18: 98-99, December 1930. (Abstract.)

The purpose of this study has been to express in concrete form the great number of differences characteristic of bright and dull pupils and to suggest changes which will improve the curriculum and methods of instruction in the schools. Data used for this work represent the opinions and experiments of more than 60 of the best psychologists and educators of modern times. The facts show that the tendency toward brightness or dullness is inherited.

4428. Santa Monica, Calif. Public schools. Research department. Manual for special classes. May 1930.

4429. Trenton, N. J. Public schools. A survey and program for special types of education. 1929. 96 p.

A survey of existing provisions for exceptional children in the city of Trenton and an administrative program designed to provide for their needs.

4430. Wallin, J. E. W. A brief survey of special education in the public schools of Baltimore. Baltimore, Md., Department of education, 1929. 57 p.

Gives some facts concerning the present organization of special classes for the physically and mentally handicapped children in Baltimore and makes recommendations for improvements based upon the findings.

4431. ——— Differences in chronological age, mental capacity, and sex ratios of children referred from many school systems as candidates for special classes. *Journal of applied psychology*, 14: 1-31, February 1930.

A study was made of 1,019 consecutive cases examined in the St. Louis psycho-educational clinic from September 1917 to May 1920, and 3,644 consecutive cases examined in about 75 school districts in different parts of the State of Ohio by the psycho-educational clinic of the Bureau of special education of Miami university from the fall of 1921 to the fall of 1927.

#### GIFTED CHILDREN

4432. Brody, Alexander. Modern tendencies of genius and their significance for experimental education. Master's thesis, 1930. New York university, New York, N. Y.

4433. Carroll, Herbert A. and Hollingworth, Leta S. The systematic error of Herring-Binet in rating gifted children. *Journal of educational psychology*, 21: 1-11, January 1930.

Eighty children, between the ages of seven and 12, whose IQ's on the Stanford-Binet ranged from 133 to 190 were retested with the Herring test, with a constant difference of -17.2 points in IQ for the group. Conclusions: Herring-Binet is not an alternate for Stanford-Binet, in so far as gifted children are concerned. Invalidity rests with Herring-Binet since it makes, on the average, a minus error of prediction amounting to about 18 points of discrepancy between IQ and EQ.

4434. Coy, Genevieve L. The daily programs of 30 gifted children. *Journal of genetic psychology*, 37: 123-38, March 1930.

A study was made of 30 children who, in June 1924, were enrolled in two special classes for the gifted in Public school 165, Manhattan, New York City. Each child kept a record of how he spent each hour of the day for a number of days. Wide individual differences are shown in the times given to certain activities, especially to play, reading, home study, and transportation. Boys play, on the average, nearly an hour more per day than do the girls.

4435. Danielson, Cora Lee. A study of the effect of a definite course of reading in general literature upon achievement in content subjects with children of superior mental ability. *Journal of educational psychology*, 16: 610-21, November 1929.

This study is based on complete test data on 227 elementary school pupils of the Los Angeles schools. Data indicate that the course of study and the methods in general use in the elementary schools do not produce in children of superior mental ability the level of achievement of which they are capable.

4436. ——— Success and failure of gifted children as shown by teachers' marks in high school. Public schools, Los Angeles, Calif. 1930. ms.

4437. Farquhar, Hazel M. Educational provisions for the superior child. Master's thesis, 1930. University of Rochester, Rochester, N. Y. 200 p. ms.

Summary of plans in use in public schools for provision for the gifted child, with personal study of one city, and one village school system. Contains a bibliography of 286 references. Findings: Little provision for gifted child. No opportunity for special training of teachers is found. There is need of more definite recognition of superior ability.

4438. Hough, Pearl M. A study of 50 gifted children with special reference to health, character, ratings, interests in reading, school records, special talents, play and social adjustability. Master's thesis, 1930. University of Kansas, Lawrence.

4439. Kiefer, Frieda A. Manual motor correlation in superior children. *Journal of applied psychology*, 13: 357-71, August 1929.

Data from a group of experiments with superior and average children, indicate that differences in performance on manual motor tests of superior and average children are negligible, and that the difference in practice effects on a motor function between the two groups is insignificant.

\*4440. Lamson, Edna Emma. A study of young gifted children in senior high school. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1930. 117 p. (Contributions to education, no. 424)

The purpose of the study is to give an assemblage of facts with which to supplant popular opinions concerning the advisability of gifted children entering high school several years younger than the generality of their classmates. Fifty-six gifted children in Public school no. 165, New York City were studied. The gifted group when compared with the control group, attained not only superior scholastic achievement, but also had a smaller percentage of failures. They do not seem to have suffered in health as a result of entering high school two years younger than the generality of their classmates.

4441. Long, George Everett. Evaluated provisions for the education of gifted children. Master's thesis, 1930. Indiana university, Bloomington. 115 p. ms.

4442. Robertson, Mrs. Pearl Gilliam. The learning of children of different degrees of brightness. Master's thesis, 1929. University of Texas, Austin.

4443. Rustemeyer, Theresia M. An examination of the records of superior undergraduates. Master's thesis, 1930. University of Southern California, Los Angeles. ms.

4444. Swope, Vera Galbreath. Methods of teaching bright children in the junior high school. Master's thesis, 1930. University of Southern California; Los Angeles. ms.

4445. Witty, Paul A. A study of 100 gifted children. University of Kansas Bulletin of education, 2: 3-44, February 1930.

4446. Woodard, Mary Ann. Follow-up study of gifted children. Master's thesis, 1929. University of Kansas, Lawrence. 89 p. ms.

See also 525, 933, 1702, 1997, 3094, 4355, 4425, 4427, 4520.

#### SUBNORMAL CHILDREN

4447. Abelson, Harold H. Achievement of dull pupils under the Dalton plan. School and society, 30: 211-12, August 10, 1930.

The study considers the results of the Dalton method as engaged in by an unselected group of 169 pupils in the sixth grade at Public school 89, Bronx, New York City. The indications are that the Dalton plan succeeds in teaching the school subjects to the duller pupils about as well if not better than to the brighter, relative capacity being taken into account.

4448. Fellows, Ella Jane. A study of the opportunities afforded mental defectives in Colorado institutions. Master's thesis, 1930. University of Denver, Denver, Col. 102 p. ms.

A survey to relate and compile informational material so that it may be more readily available. Comparisons are made with the tendencies noticeable in other states and countries, pointing out the modern ideals of education for those who are mentally defective and showing the attempts being made to reach those ideals. Various schools which have been particularly successful are mentioned.

\*4449. Hillsboe, Guy L. Finding and teaching atypical children. New York city, Teachers college, Columbia university, 1930. 17 (Contributions to education, no. 423)

The purpose of this study was to classify atypical children from the viewpoint of selection for special education; to determine the probable percentage of children in each of the classifications, including the degree to which the school systems investigated are providing for atypical children, the probability of reduction in numbers in the future and the relation of a program for atypical children to the State's minimum program; and to set up the current practices in the methods of and the agencies for the selection, diagnosis, assignment and follow-up of each of the types requiring special education.

4450. Ingvolstad, Carl. History of Idiocy. Master's thesis, 1930. Rutgers university, New Brunswick, N. J.

4451. Kelley, Anna Armona. An investigation to determine the types of pupils found in one ungraded room. Master's thesis, 1930. University of Chicago, Chicago, Ill.

This is an investigation of a group of retarded pupils in the ungraded room at Central Michigan teachers college. By means of the case-study method, four factors conditioning retardation, sociological, physiological, psychological and educational, were located.

4452. Kennedy, Lou. Studies in the speech of the feeble-minded. Doctor's thesis, 1930. University of Wisconsin, Madison. 48 p. ms.

The study was based upon the observation of several hundred idiots and imbeciles and careful study of the speech status of 32 idiots, 27 imbeciles and 249 morons. Findings: Idiots have no speech; the speech of imbeciles is characterized by the prevalence of speech defects; morons nondefective as to speech are similar to other normal speakers in that they present varying degrees of facilities in speech, ranging from a very facile type of speech to a definitely defective type.

4453. **Lewerenz, Alfred S.** Artistic ability of 20 feeble-minded children as measured by objective tests. Los Angeles educational research bulletin, 9: 12-14, June 1930.

Data secured were based on: race, sex, age and intelligence. On tests requiring no reading ability, these feeble-minded children were slightly better than the average group; median development child received approximately the average rating on three tests, and was below the average of an unselected group in four tests; when average ability rating was found for each child distribution of ratings was found to be but little below average; tests in which reading skill was required were those in which lowest scores were made; fact that children received low score on intelligence test does not preclude their having one or more special abilities which may be above the average in development.

4454. **McFadden, J. H.** Differential responses of normal and feeble-minded subjects of equal mental ages to certain tests. 1930. University of Pittsburgh, Pittsburgh, Pa. University of Pittsburgh bulletin, November 1930.

4455. **Mecredy, Mary Florence.** Employability of subnormals. Public schools, Los Angeles, Calif. 1930.

A study to determine minimum intelligence level at which economic subsistence is probable; and to evaluate job tenure in terms of causes of discharge.

4456. **Miller, Joseph.** Study of mentally retarded children and of causes of failure and success in school. 1930. Public schools, Wilkes Barre, Pa. 9 p. ms.

From this investigation it is evident that the problem of normal children who are failing is much more important than that of those who are definitely defective, because the return for expenditure of money and effort is much greater in their case. What these normal children need is really more individual attention.

4457. **Miller, Mildred G.** Educational provisions in St. Louis for slow-learning children. Master's thesis, 1930. Washington university, St. Louis, Mo.

4458. **Morris, Edith.** Experimental study of backward high school pupils in mathematics. Master's thesis, 1929. Ohio Wesleyan university, Delaware.

4459. **Russoman, Emil A.** The subnormal child; his nature, his capacity, and his needs. Master's thesis, 1930. Rutgers university, New Brunswick, N. J.

4460. **Santa Monica, Calif.** Public schools. Department of research. Bulletin for development classes. 1930. 18 p. ms. (Report no. 18)

General aims, organization, supervision, preparation of teachers, etc., for special classrooms set aside for the instruction of children who are handicapped by reason of serious mental retardation.

4461. **Stevens, Thad Walker.** Administration of atypical classes in the schools of Oakland, Calif. Master's thesis, 1930. University of California, Berkeley. 53 p. ms.

Presents a picture of the atypical class problem as it exists in Oakland showing numbers, racial inheritance, and other social and economic factors pertaining to the atypical child, and making certain recommendations based on observation. Findings: (1) Costs approximately two and three-tenths times as much to educate an atypical child as a normal one; (2) socialization rather than the teaching of a definite vocation should be the objective in teaching these backward children; (3) among the important objectives should be such a command of the tool subjects of reading, writing, spelling, and arithmetic as will enable the subnormal person to live happily as a citizen, even in his limited environment; etc.

4462. **Stillson, Stella V.** A course of study for mentally handicapped children in the public schools of Wisconsin. Master's thesis, 1929. Teachers college, Columbia university, New York, N. Y. 233 p.

4463. **Wheeler, L. B.** A study of the mental growth of dull children. Journal of educational psychology, 21: 367-78, May 1930.

This investigation shows that the average dull child is about one year mentally retarded when he enters school, and this retardation increases from year to year until at the age of 10 to 11 he has a mental retardation of over two years.

4464. **White, Dorothy.** A survey of classes for atypical children in the public schools of Louisville. 1929. Public schools, Louisville, Ky. 32 p. ms.  
A study of conditions as they exist and recommendations for further organization.  
*See also* 1234, 1237.

#### PROBLEM AND DELINQUENT CHILDREN

4465. **Arnold, Grace.** Some aspects of the problem child in the Terre Haute public schools. Master's thesis, 1929. Indiana state teachers college, Terre Haute. 138 p. ms.

Analysis was made of 21 cases in order to evaluate methods of dealing with problem children as revealed in the practice and judgment of present day experts in education, to discover probable causes and observe the treatment of such cases, and to suggest needed agencies for future treatment. Problems studied included retardation, truancy, wrong attitude, malicious mischief, stealing, lying, incorrigibility, poor attendance, and sex delinquency. Major factors of causation were: low mentality, heredity, poverty, broken homes, working mother, defective discipline, defective home atmosphere. Outstanding needs in treatment are: parental education, further training of teachers in psychology and mental hygiene, employment of trained social workers with expert knowledge of child nurture for the juvenile court, addition of competent visiting teachers, and employment of an expert psychologist as a nucleus for a child guidance clinic.

4466. **Asher, E. J. and Haven, S. E.** The reactions of state correctional school and public school boys to the questions of an emotional inventory. *Journal of juvenile research*, 14: 96-106, April 1930.

This study purposed to discover whether or not a reform-school group of boys could be differentiated from a public-school group on the basis of their responses to a series of questions commonly referred to as an emotional inventory or personal data sheet. The subjects used were 594 public school boys and 249 boys from the Kentucky houses of reform. The two groups of boys are strikingly similar in their responses to most of the 93 questions.

4467. **Baker, Harry J., Decker, Fred J. and Hill, Arthur S.** A study of juvenile theft. *Journal of educational research*, 20: 81-87, September 1929.

A technique is described which compares 84 boys convicted of juvenile theft with an equal number of boys who served as a control group. The groups were matched as to age, grade, nationality and neighborhood traits.

4468. **Behavior research fund, Chicago, Ill.** Delinquency areas. A study of the geographic distribution of school truants, juvenile delinquents, and adult offenders in Chicago. By Clifford R. Shaw, Frederick M. Zorbaugh, Henry D. McKay, and Leonard S. Cottrell. Chicago, Ill., University of Chicago press, 1929. 214 p.

This study is limited to a study of the geographic distribution of school truants, juvenile delinquents, and adult offenders in Chicago. The study includes approximately 60,000 school truants, juvenile delinquents, and adult offenders. Findings: There are marked variations in the rate of school truants, juvenile delinquents, and adult criminals between areas in Chicago.

4469. **Berkeley, Calif. Public schools.** Study of problem children. 1930. 38 p. ms.

A report of the progress of the present program of scientific study and guidance of Berkeley school children.

4470. **Bodlander, Jerome William.** The relationship between size of family, intelligence quotient, and certain statistical data among 795 juvenile male delinquents at Whittier state school, Whittier, Calif. Master's thesis, 1930. University of Southern California, Los Angeles. ms.

4471. **Burke, Dorothy Williams.** Youth and crime. A study of the prevalence and treatment of delinquency among boys over juvenile court age in Chicago. Doctor's thesis, 1930. University of Chicago, Chicago, Ill. 206 p. (Reprinted from U. S. Department of labor, Children's bureau, Publication, no. 196)

4472. Caldwell, Morris Gilmore. Male juvenile delinquency in relation to the home and community environment: a study of the commitments to the Wisconsin industrial school for boys July 1, 1925 to December 31, 1927. Doctor's thesis, 1929. University of Wisconsin, Madison. Findings in Journal of juvenile research, 14: 87-95, April 1930.

4473. Coleman, C. T. The cultural advantages of disciplinary problem pupils in high school. School and society, 32: 160-62, August 2, 1930.

An article containing similar information is contained in School review, 38: 434-42, June 1930, under the title "The characteristics of disciplinary problem pupils in high school."

A study was made of the evidence of culture found in homes of pupils who were disciplinary problems in a large high school in which almost every stratum of society and many nationalities are represented. The homes of 125 problem children were compared with those of 125 children of an ideal control group. The evidence was compared with those of 125 children of an ideal control group. The evidence presented in this study would indicate that disciplinary-problem pupils in high school more often come from families that have a financial and social position above the average than from homes that lack cultural advantages.

4474. Crayton, Sherman Gideon. A survey of the Indiana boys' school, Plainfield, Ind. Master's thesis, 1929. Indiana university, Bloomington. 125 p. ms.

4475. Crosby, Sarah B. A study of Alameda county delinquent boys, with special emphasis upon the group coming from broken homes. Journal of juvenile research, 13: 220-30, July 1929.

Case records of the 314 boys appearing before the Alameda county juvenile court during the year 1926 form the basis of the material for this article. Home conditions of the boys who have both parents may be no more satisfactory than the conditions found in broken homes; home conditions of boys from broken homes are not considered by probation officers so satisfactory as those found among the group of boys who have both parents.

4476. Cruz, Wendell W. The relation of juvenile delinquency to intelligence. Phi delta kappan, 12: 172-74, April 1930.

One hundred children brought into the Detention home at Knoxville, Tenn., on various charges were interviewed and tested with the Stanford revision of the Binet-Simon intelligence scale. A summary of the investigation will show that of the total number tested four per cent had an IQ below 50; 42 per cent had an IQ between 50 and 70; 43 per cent had an IQ between 70 and 90; 10 per cent had an IQ between 90 and 110; and one per cent had an IQ over 110.

4477. Denver, Colo. Public schools. Department of research. The social traits of problem children. 1930.

Comprises a study of 100 boys who were sent to the Colorado industrial school to ascertain what social traits they exhibit and the extent to which the schools are able to cope with them.

4478. Ebaugh, Franklin G., Johnson, George S., and Woolley, Lawrence F. Studies in juvenile delinquency in Colorado. 1. One hundred boys. In University of Colorado studies (Boulder, Colo.), vol. 18, no. 1, p. 9-27.

In this study of 100 cases, 35 were found to represent the attacking type of behavior; 18 the withdrawing type; and 47 the inferior type of adjustment corresponding with borderline or defective intelligence. It was found that the home was the most important source of conflict material in the causation of delinquency.

4479. Gallagher, Ralph A. The first offender. Master's thesis, 1930. St. Louis university, St. Louis, Mo.

4480. Gaul, Sister Mary Lucretia. The study of the causes of juvenile delinquency manifested in adolescents and mature delinquents as exemplified in the inmates of five Ohio corrective institutions. Master's thesis, 1930. Loyola university, Chicago, Ill. 95 p. ms.

4481. **Hardin, Clara Alberta.** The probation of juvenile delinquents in Denver. Master's thesis, 1930. University of Colorado, Boulder. University of Colorado studies, 18: 70, December 1930. (Abstract)

A comparative study of the histories of 50 delinquent boys from the Denver juvenile court indicates that 62 per cent of the boys were successful on probation; 20 per cent failed to make the proper adjustments; 14 per cent were doubtful as to their success; and in two cases failure did not appear to be absolute.

4482. **Jasspon, Ethel Reed.** Case study of nine truants in a public school. Master's thesis, 1930. New York university, New York, N. Y. 354 p. ms.

Nine truants and one non-truant were studied from the point of view of sociological research. Findings: Misplacement in school, unwholesome home and area conditions are determinants of truancy in these nine cases. As exploration into the causes, factors and sequences leading to truancy, these cases offer revealing data.

4483. **Katzky, Milton Jerome.** How to handle incorrigible boys in a special school. Master's thesis, 1930. University of Southern California, Los Angeles, ms.

4484. **Kinzer, Dorothy H.** A survey of certain behavior traits in a boys' correctional school. Master's thesis, 1930. University of Southern California, Los Angeles. ms.

4485. **Lindsay, J. Armour.** The social traits of problem children. Master's thesis, 1930. University of Colorado, Boulder. University of Colorado studies, 18: 85, December 1930. (Abstract)

This study endeavors to ascertain the social traits exhibited by problem children. 100 boys of the Colorado industrial school were used as a basis for the study. A specially prepared questionnaire was administered to 579 teachers who had taught these boys in the public and private schools of Colorado. Data indicate that in general the teachers diagnosed maladjustment in the problem boys as accurately as the mental hygienist and psychiatrist.

4486. **McCulley, Francis M.** An analysis of disciplinary cases in the secondary school. Master's thesis, 1930. University of Colorado, Boulder. University of Colorado studies, 18: 88, December 1930. (Abstract)

The purpose of this study was to examine the treatment of a number of disciplinary cases recorded in public secondary schools to determine the relationship between particular types of offenses and methods of treating them. An analysis was made of 262 cases of South high school, and 634 cases of Cole junior high school of Denver. Thirty-five cases which were taken from the records of public schools in several other states were studied in detail.

4487. **Martz, Eugene W.** Mental development in the children of delinquent girls. Journal of applied psychology, 14: 287-95, June 1930.

A study was made of the mental development of 25 children at the Institution for feeble-minded, Columbus, Ohio. The results of the study support the theory that mental deficiency is a recessive character, the tendency being rather toward the normal state.

4488. **Mercer, Mary L.** School maladjustment as a factor in juvenile delinquency. Journal of juvenile research, 14: 41-42, January 1930.

The case records of 85 white boys between the ages of 8 and 13 years who had been referred to the Ohio bureau of juvenile research were analyzed in an attempt to discover the significant contributing factors in the problem of stealing. The author points out the part the school might play in eliminating a few sources of friction in the relationship between the child and the school.

4489. **Myers, C. Maxwell.** A study of maladjustment among ninth and tenth grade boys. Master's thesis, 1930. University of Pittsburgh. Pittsburgh, Pa. University of Pittsburgh bulletin, 27: 343-44, November 1930. (Abstract)

4490. **Olson, Willard C.** Problem tendencies in children. Doctor's thesis, 1930. University of Minnesota, Minneapolis. Minneapolis, University of Minnesota press, 1930. 92 p.

A study of behavior problems and problem tendencies in about 3,000 children from the nursery school through the junior high school. Devices were developed for stating conduct in quantitative terms. Data on reliability and validity are presented.

4491. Owens, Albert A. The behavior-problem boy. *Journal of educational research*, 20: 166-80. October 1929.

A study was made of 365 boys sent to a disciplinary school. The average IQ of the group was between 75 and 80; from a physical standpoint they were normal. The chief causes leading to the transfer of these boys from the regular classes to the disciplinary school were truancy, disobedience, fighting, disorder, etc.

4492. ———. The effect upon attendance of transfer to a disciplinary school. *Journal of juvenile research*, 14: 181-87. July 1930.

The attendance records of 97 boys at the Daniel Boone school in Philadelphia, were compared with their attendance records at other schools before admission to the disciplinary school. Findings: Attendance tends to improve after transfer in the majority of cases.

4493. Paynter, Richard H. and Blanchard, Phyllis. A study of educational achievement of problem children. New York City. Commonwealth press, 1929. 72 p.

A study of more than 300 elementary-school children divided into two groups, those having personality difficulties and those presenting conduct difficulties. It is concluded that problem children show no general tendency to slow educational achievement.

4494. Peddie, Gertrude Wallenstein. A study of problem cases whose troubles can be traced to emotional difficulties in the home. Master's thesis, 1930. University of Southern California, Los Angeles. ms.

4495. Pierce, Paul B. Maladjustments of adolescents. *School review*, 37: 379-86. November 1929.

One thousand nine hundred and eighty-one boys and 436 girls of the Juvenile detention school of Chicago were studied during four months of the year 1928. The school provides for industrial and special activities and a limited amount of academic work. Data consisted of the age and grade of each pupil, the charge against him, and the number of times he had been committed to the school. A great amount of larceny, vagrancy, incorrigibility, and immorality on the part of boys and girls was found. The author suggests that the public school provide for the individual needs of children at all grade levels; that it provide a comprehensive program of guidance, especially for the years 12 to 16; and that it enrich and vitalize classroom work in all grades so that children will have less interest in the harmful influences outside the school.

4496. Rasey, M. I. Place of child in family constellation particularly problem children. 1930. Detroit teachers college, Detroit, Mich.

Problem children were selected from a school community of 1,400 and a study was made of their place in the family.

4497. Reinhardt, James M. A study in juvenile delinquency. Doctor's thesis, 1929. University of North Dakota, Grand Forks.

An analysis of the causes of delinquency in agricultural market centers as opposed to the studies that have been made in large population and industrial centers.

4498. Biley, Mary Alice. Ecological factors in juvenile delinquency. Master's thesis, 1929. Catholic university of America, Washington, D. C. Washington, D. C., National Catholic school of social service, 1929. 9 p. (*Social science monographs*, vol. 1, no. 2, September 15, 1929)

One section of the city of Washington was subjected to ecological analysis to determine if possible what factors were correlated with delinquency. Findings: The delinquents appear to be distributed according to economic divisions of the section. Those parts mentioned as being most stable are practically free from delinquency. As the degree of economic stability increases, delinquency decreases. The highest peak is reached when one arrives at the negro section. The negro is normally forced into the worst section. This social segregation gives rise to a deterioration that abounds with him and follows where he goes.

4499. Roach, William L. Record of juvenile delinquency in Benton county, Oregon (1907-1929) *Journal of juvenile research*, 14: 34-40, January 1930.

A study was made of the various types of delinquency, the age and sex of the delinquents, the parental relationship, and the disposition of the 149 juvenile delinquents in Benton county reported from 1907-1929. There were 102 boys and 47 girls reported. Broken homes appear among the delinquents about six times as often as in the general rural population of Oregon.

4500. Robertson, Berdena Marion. The unadjusted girl at El Retiro. Master's thesis, 1930. University of Southern California, Los Angeles. ms. National education association. Department of secondary school principals bulletin, 34:76-77, January 1931. (Abstract)

An attempt to explain the underlying causes for school unadjustment, and to suggest a program for remedial work for 25 cases of failing students admitted to El Retiro. In each of the 25 cases the girl was of normal or above normal intelligence, who had definite behavior difficulties or was emotionally maladjusted, and who failed to achieve in proportion to her mental ability until she was given the proper environment, with understanding and able teachers.

4501. Rosenow, Curt. The incidence of first-born among problem children. Journal of genetic psychology, 37:145-51, March 1930.

Case records of the Child guidance demonstration clinics of Cleveland and Philadelphia were used as the basis of this study. Data indicate that first-born children from small families present problems to child guidance clinics more frequently than other children from such families.

4502. Sanderson, Ruth Brendel. Selected case studies of transition B1 children. Master's thesis, 1930. University of Southern California, Los Angeles. ms.

4503. Suggs, Joel. Comparative study of some delinquent high school students in Tennessee. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 45 p. ms.

4504. Sullenger, Thomas Earl. Social determinants in juvenile delinquency. Doctor's thesis, 1929. University of Missouri, Columbia. 87 p.

Bibliography: p. 81-87.

An analysis of 1,145 cases of juvenile delinquents in order to determine the actual causation of delinquent's behavior in its relation to the home, the playground, the school and neighborhood, and to ascertain as far as possible the correlation of juvenile delinquency with outdoor relief. It was found that home conditions, physical, mental, moral, social and economic, were causative factors in more than one-half of all the cases.

4505. Whitney, R. L. The observation of the problem boy. Journal of educational sociology, 3:326-40, February 1930.

4506. Williams, Herbert D. An experiment in self-directed education. School and society, 31:715-18, May 24, 1930.

An experiment was made with a group of delinquent children, during the first half of 1924, to see if the children could be adjusted to the life of the community. All of the children were taken to a central technical high school where a room was given them for their special use. The children ranged in age from eight to nearly 18, in IQ from 60 to 120. No formal instruction was given. Whenever a child manifested an interest in some particular thing, opportunity and encouragement were given him to develop the interest. This experiment indicates that a group of delinquent boys of varying ages and capacities, will, if given an opportunity and supervision, improve more in educational age when left alone than they will under ordinary schoolroom conditions with formal instruction, and that the gain will be spread over all the subjects of the curriculum. All of the boys had an accomplishment quotient very near the normal.

4507. Zeleny, Leslie D. A comparative study of the investigations of the intelligence of criminals. Doctor's thesis, 1930. University of Minnesota, Minneapolis.

#### PHYSICALLY HANDICAPPED CHILDREN

4508. Abraham, Richard I., *Chairman*. Gough school course of study, 1930. Public schools, San Francisco, Calif. 70 p. ms.

Course of study, grades one through six, paralleling the regular school course but designed for deaf and deafened children. This is more or less experimental, particularly in regard to length of time required to fit pupils for junior school.

4509. Barnard, Raymond H. Relation of intelligence and personality to speech defects. Elementary school journal, 30:604-20, April 1930.

The incidence of speech defects in the school population is great enough to constitute a serious problem. The author compares the studies made on speech defects by various authors who have studied the problem in various cities and states. Data indicate that

varying levels of intelligence are found in various kinds of speech defects. Low intelligence is a symptom rather than a cause of speech defects. Retardation in school in the case of speech defectives is not caused by lack of intelligence but is an emotional maladjustment, which may be remedied by an understanding of the personality of the individual. A bibliography on speech defects concludes the article.

4510. **Berry, Charles Scott and Stoddard, Clara B.** An experiment with lispers. *Journal of applied psychology*, 13: 543-53, December 1929.

An experiment was undertaken with 344 lispers in the regular grades of the Detroit public schools to determine to what extent lispers who receive no corrective speech training improve as compared with those who receive such training. In both the experimental and control groups positive correlation was found between extent of defect and amount of improvement. In this experiment speech improvement in lispers of like extent of defect was found to be conditioned only to a slight degree by differences in intelligence, age, home language or sex, as compared with corrective training in speech improvement classes.

4511. **Bradley, Martha Hunter.** Diagnostic and remedial measures relating to linguistic disabilities. Master's thesis, 1930. University of Chicago, Chicago, Ill.

4512. **Brown, Paul V.** Educational opportunities for crippled children in Belmont county, Ohio. Master's thesis, 1930. University of Chicago, Chicago, Ill.

A study of the number and types of crippled children, showing those in special schools, those in regular schools, and those not in any school. Mental abilities of various types were studied; also costs of special classes—both the county-wide class, and city class; costs in regular schools and characteristics of each.

4513. **Dougherty, Elinore Dore.** Public education for crippled children in the United States. Master's thesis, 1930. University of Southern California, Los Angeles. ms.

4514. **Earle, Marie Montgomery.** A history of the first fifty years of the South Carolina school for deaf and blind. Master's thesis, 1930. University of South Carolina, Columbia.

4515. **Fagan, Leo Bernard.** A study in the reeducation of stutterers. Doctor's thesis, 1929. University of Iowa, Iowa City. 53 p. ms.

4516. **Johnson, Wendell.** A stutterer's psychological analysis of his own case. Master's thesis, 1929. University of Iowa, Iowa City. 100 p. ms.

4517. **National education association.** Educational research service. Special classes for handicapped children in 25 large cities. Washington, D. C., National education association, 1930. 16 p. ms. (Circular, no. 6, 1930)

Contains information concerning special classes for the deaf and hard of hearing, mentally defective, speech correction, open air and open window classes, crippled children, sight saving, and disciplinary or behavior schools.

4518. **National society for the prevention of blindness, New York, N. Y.** The vision of pre-school children. An analytical study of 982 children. New York, N. Y., National society for the prevention of blindness, 1930. 37 p.

The figures collected for this study show that out of 982 pre-school children, 206 (20.9 per cent) had some abnormal condition of the eye. The girls seem to have slightly lower visual acuity than the boys.

4519. **Oak, Lura S.** Motor difficulties of left-handed children in learning to write and draw. Doctor's thesis, 1930. Yale university, New Haven, Conn.

4520. **Pittsburgh, Pa.** Public schools. Department of curriculum study and research. A study of handicapped and exceptionally bright pupils in Pittsburgh schools. 1930.

4521. **Rahe, Herbert Edgar.** Procedure in a study of speech disorders. Master's thesis, 1930. University of Maine, Orono.

4522. **Rasey, Marie I.** Some implications of left-handedness. 1930. Detroit teachers college, Detroit, Mich.

An examination of 6,000 children for physical evidence of left dominance, checked against certain personality traits.

4523. **Schaeffer, Frances Mary.** Social traits of the blind. Master's thesis, 1930. Loyola university, Chicago, Ill. 122 p. ms.

4524. **Sheldon, Mrs. Bessie.** Education as related to various stages of visual defects. Master's thesis, 1930. North Dakota agricultural college, Fargo. 98 p. ms.

Instruction in public schools with reference to conservation of eyesight, and practical measures for improving conditions.

4525. **Tohill, Elizabeth.** The Hebrew orphan asylum speech clinic. Master's thesis, 1930. Teachers college, Columbia university, New York, N. Y. 47 p. ms.

4526. **Warner, Helen S.** Education of frail children. Elementary school journal, 30: 136-41, October 1929.

Twenty children, ranging in age from seven to 13 years and in grade from two A to six A, in an open-air room in Los Angeles carried out an activity program which arose from their interest in the national air races held in Los Angeles. The interests of the various groups led to discussion of various activities, and the history and geography of the various countries of the world.

4527. **Wetmore, B. G. and Estabrooks, G. H.** The relation of left-handedness to psycho-neurotic traits. Journal of educational psychology, 16: 628-29, November 1929.

A study was made of 62 students at Colgate university who were either totally left-handed, ambidextrous, or who had merely a tendency towards using the left hand. Data indicate that there is no relation between left-handedness and the neurotic constitution.

4528. **Youngs, Martha A.** Provisions for handicapped children in public schools of the United States. Master's thesis, 1930. New York university, New York, N. Y. 53 p. ms.

This study is confined to work in public schools—chiefly in large cities and covers types of handicap provided for, percentage of handicapped children in school population, prescribed teacher training, cooperating agencies, etc.

See also 523, 3382, 3406, 3441, 4452.

### EDUCATION EXTENSION

4529. **Alderman, L. R.** Adult education activities during the biennium, 1926-1928. Washington, United States Government printing office, 1929. 18 p. (U. S. Office of education. Bulletin, 1929, no. 23)

Advance sheets from the Biennial survey of education in the United States, 1926-1928.

4530. **Baker, H. W.** The tutorial plan; extension courses for pupils in small high schools. [1930] State department of education, Columbus, Ohio. (Bureau of educational research project, no. 210.)

Extracts from this study were used in two master's theses published in the Educational research bulletin, March 5 and April 30, 1930.

4531. **Buchanan, Pearl Leigh.** An experimental study of adult reading abilities. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 73 p. ms.

4532. **Bunyard, C. L.** Measuring the results of evening school instruction. Master's thesis, 1930. Iowa state college, Ames. 99 p. ms.

4533. **Clark, Willis W.** Elementary vacation school survey—1929. Los Angeles educational research bulletin, 9: 6-7, October 1929.

A series of tests in reading and arithmetic was given all vacation school pupils to determine the educational status and needs and progress of the pupils. From the data it appears that very satisfactory progress was made by pupils in reading and arithmetic, and that the giving of standardized diagnostic tests has motivated the analysis of pupil

difficulties and the provision of remedial work by the teacher and has resulted in considerably more progress than occurs without this aid. Need for variation in teaching procedures to meet marked differences in pupil accomplishment is as pronounced in vacation school as during the regular school year.

4534. **Coggin, George W.** Information and detailed regulations regarding the standard cotton textile evening school courses of study. 1930. State department of public instruction, Raleigh, N. C. 20 p. ms.  
Contains standard units for diplomas in carding, weaving, and spinning.
4535. **Cohn, Dorothy Rene.** History and general status of continuation schools. Master's thesis, 1930. Boston university, Boston, Mass. ms.
4536. **Cornell, Ethel L.** A beginning reading vocabulary for foreign-born adults. Albany, University of the State of New York press, 1930. 24 p.  
Analysis of vocabulary in 11 textbooks compared with standard vocabulary lists.
4537. **Duley, Mrs. Marion.** Course of study for classes of non-English speaking adults. 1929. Department of education, Baltimore, Md. 130 p. ms.
4538. **Evenden, E. S.** A report on correspondence and extension work in normal schools and teachers colleges in the United States. In American association of teachers colleges. Ninth yearbook, 1930. p. 54-60.  
A report made under the auspices of the Committee on standards and surveys of the American association of teachers colleges gives the attitudes of presidents on the existing standards of the Association concerning the amount of work in any curriculum which may be taken by correspondence and extension.
4539. **Goldberger, Anthony M.** Variability in continuation school populations: a study of the significance of differences in the proportions of child workers. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1931. 52 p. (Contributions to education, no. 454)  
Findings: Variability is the chief characteristic of continuation school population. Included under the term is variability in age of pupils at time of entrance and consequent difference in length of time they are to remain in school; educational achievement; differences in educational experiences of those coming from public schools and those from parochial schools; great differences in employment environment. Course of study should recognize the need of wide variation in types of lessons to be taught and methods to be used. Attitude should be built up in pupils that schools, teachers and books may be of help in solving difficulties.
4540. **Grace, Alonzo G.** The mental abilities of adults as related to interests, needs and activities. 1930. Board of education, Cleveland, Ohio. 209 p. ms.
4541. **Hayes, Cecil Brammer.** The American lyceum: its history and contribution to the advancement of education. Master's thesis, 1930. Stanford university, Stanford University, Calif.
4542. **Hebard, Grace Harlow.** The administration of adult education on the university level. Master's thesis, 1930. University of Southern California, Los Angeles. ms.
4543. **Herring, John W.** Small community study. 1929. American association for adult education, New York, N. Y.  
Six small towns in Chester county, Pa., were selected as the nucleus of the study which considered various activities under way in these towns as a possible foundation for a program of adult education organized and promoted by the community itself.
4544. **Hillman, James E.** Extension class teaching and correspondence study instruction. 1930. State department of public instruction, Raleigh, N. C.  
A study to determine the amount of credit, if any, teachers should be allowed to earn; to ascertain the present practice and to set up standards of acceptable work.
4545. **Hosp, Helen Marie.** A project in adult education: correspondence instruction in penal institutions as supervised by the Welfare league of New York. Master's thesis, 1929. New York university, New York, N. Y.

4546. Jones, Mary Alice. Diagnosis of the employability of the continuation school girls. Master's thesis, 1930. University of Southern California, Los Angeles. ms.

4547. Klingner, George Max. Part-time education as a factor in the upgrading of minor employees. Master's thesis, 1929. University of California, Berkeley. 32 p. ms.

An attempt to discover to what extent part-time education increases the efficiency of junior workers as evidenced by promotion and wage increases. Findings: Students usually leave full-time school to enter employment at about 16½ years of age. There is positive evidence that part-time education produces a more efficient junior worker as evidenced by promotion and increased wages. A very large percentage of all promotions and changes occur in those types of employment in preparation for which the school is doing its best work.

4548. Kolokoski, Louis W. A comparative social psychological study of the Polish prisoners of Western penitentiary. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. 102 p.

4549. McCarthy, June. The status of adult education in the public school system of Chicago, 1928-1930. Master's thesis, 1930. Loyola university, Chicago, Ill. 110 p. ms.

4550. Massachusetts. Department of education. Fifteenth annual report of Division of university extension. Boston, 1930. 34 p. (Bulletin of the Department of education, vol. 15, no. 2, March 1930).

Reprinted from the ninety-third annual report of the Department of education of Massachusetts. Contains charts showing how the dollar of university extension expenditures was spent and distribution of students according to age, previous education and type of course.

4551. Maul, Ray C. Administrative practices in correspondence study departments of teachers colleges and normal schools. Master's thesis, 1929. University of Kansas, Lawrence. Resumé by J. W. Twente and Ray C. Maul in University of Kansas bulletin of education, 2: 12-14, April 1930.

Gives information from 59 institutions regarding organization and regulations of department; the department head, enrollment of students, some financial facts and general information.

4552. Mobley, Dennis. An evaluation of evening class instruction in terms of changed practice (Georgia). Master's thesis [1930]. Cornell university, Ithaca, N. Y.

4553. Nebraska. Department of public instruction. Division of adult immigrant education. Adult immigrant education in Nebraska. Lincoln, 1929. 29 p.

4554. North central association of colleges and secondary schools. Evening and other part-time education. A committee report. North central association quarterly, 4: 237-47, September 1929. (George F. Zook, chairman)

Gives information concerning evening and other part-time education received as a result of a questionnaire sent to all institutions accredited by the Association. Information concerning preparation of students, size of class, hours of instruction, preparation of faculty, academic rank, etc., is given.

4555. Odell, Charles W. Summer work in public schools. Urbana, University of Illinois, 1930. 42 p. (University of Illinois bulletin, vol. 27, no. 34, April 22, 1930. Bureau of educational research. Bulletin, no. 49)

Contains a brief history of the development of summer work in the elementary and secondary schools of the United States, including short descriptions of the plans of such work as given in a number of city-school systems, and summaries of several studies of the number and characteristics of summer sessions. The results of summer work in the public schools of Illinois for the summer of 1929 are given.

4556. O'Neal, Katherine. The education of the Southern highlander. Master's thesis, 1929. New York university, New York, N. Y. 97 p.

4557. O'Reilly, Anna E. A study of public day classes for adults in English and citizenship in New York City. Master's thesis, 1930. New York university, New York, N. Y.

4558. Patterson, M. Rose. Survey test on fundamentals—night school, no. 47. December 1929. Department of education, Baltimore, Md. 4 p. ms.

4559. Pedersen, P. E. Survey of adult education agencies. Minneapolis, Minn., University of Minnesota, 1930.

4560. Reinoehl, C. M. Standardizing correspondence instruction. *Journal of educational research*, 20: 260-67, November 1929.

This study was based on 2,382 reports on assignments received from 116 correspondence students who completed their courses and who are teachers. It was made to determine, if possible, some reasonable standards for correspondence instruction for teachers.

4561. Rogers, Elba Williams. Relation of the permanency of the employment of continuation school pupils to curriculum construction in the Berkeley continuation school. Master's thesis, 1930. University of California, Berkeley. 65 p. ms.

The purpose of the study was to discover a basis for the modification of, or addition to, the existing courses of instruction in the Berkeley continuation school by studying the relation of pupils' employment in 1929-1930 to employment from 1925 to 1929, and relation of continuation instruction to employment. Findings: From the variety of types of present employment, and comparatively small number in each type, it is more practical to give training according to *types* of occupations, rather than according to specific occupations. The three types of occupations are: commercial occupations, homemaking occupations, and industrial occupations.

4562. Schwin, Mary Lowell. Analysis of correspondence course grades in University of Colorado. Master's thesis, 1929. University of Colorado, Boulder. 36 p. ms.

Survey of courses taken at the University of Colorado 1925-1926. A study of sex, classification, courses taken, hours of credit and occupations of students. Findings: Average student is boy registered for three hours, completes work in nine months, has no occupation, is a student in the university. He has a 50-50 chance of completing the work and makes a better grade than in the regular courses.

4563. Shaw, Wilfred B. Collegiate alumni education. Alumni and adult education. New York city, American association for adult education, 1929. 117 p. Six months investigation of educational efforts in alumni field (about 40 institutions personally visited) in an attempt to evaluate degree and kind of interest.

4564. Shelton, Allen Clifton. The duties of the Teachers college extension director. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 61 p. ms.

4565. Siemens, Lydia Jane. A study of social attitudes toward adult education. Master's thesis, 1930. University of Southern California, Los Angeles. ms.

4566. Social science research council. Rural sociological adult education of the United States. Prepared under the direction of the Advisory committee on social and economic research in agriculture, by C. J. Galpin and others. [1929] 87 p. ms. (Social science research monograph).

"This monograph aims to lead off in the discussion of a program of agricultural extension which shall be thoroughly sociological in character, including a program of research which shall provide the basic materials for extension."

4567. Sprague, Lynn A. Summer schools maintained in exempted villages and cities under 20,000 in Ohio in 1928. Master's thesis, 1929. Ohio state university, Columbus. 83 p. ms.

Organization and administration of the elementary and high school summer terms. Findings: Forty of the 113 schools maintain summer schools. Median term is 30 days. Results were satisfactory judged by the fact that 92 per cent of the superintendents in

whose schools summer terms were maintained were satisfied with the work and that 92 per cent of the students were promoted and 87 per cent of those promoted made good in the work of the next year.

4568. Stickle, Charles Edwin. An analysis of the vocational objectives of the small part-time school of California. Master's thesis, 1930. University of Southern California, Los Angeles. ms.

4569. Strong, Ester E. Adult education in Virginia. Master's thesis, 1929. University of Virginia, Charlottesville. 157 p. (University of Virginia, Extension record, 13: no. 5, November 1928 (?).)

The investigation gives an appraisal of the various opportunities for adult education in the State of Virginia. Findings: Adult education in Virginia is shown to be largely of a vocational character. The State is meeting only one-third of the felt vocational needs of its adult population. Greater popularization of the movement, public evening schools and enlargement of library facilities are suggested.

4570. Thomas, Rufus G. A technique for the placement of evening school pupils in Americanization classes. Master's thesis [1930] Syracuse university, Syracuse, N. Y.

4571. Troup, Evelyn. A comparison of the abilities of school and working children. Master's thesis, 1930. University of Buffalo, Buffalo, N. Y.

An analysis of applicants at the City employment bureau for girls at Buffalo, the Buffalo continuation school group, students in sixth and eighth grades in a Buffalo public school, and the sophomore class at Hamburg (a suburban) high school. The results showed the level of intelligence, as measured by certain objective tests, of the continuation school group significantly lower than that of the regular school child of the same age and school training, and the intelligence level of the group at the employment bureau was lower than that of the continuation school.

4572. Udell, Anne Theresa. Characteristic differences of part-time pupils. Doctor's thesis, 1930. New York university, New York, N. Y.

4573. Warrick, Edward. Adult elementary education in Buncombe county. Master's thesis, 1930. Duke university, Durham, N. C.

A brief summary of the movement to eliminate adult illiteracy in the South; case studies of pupils with an evaluation of the work in Buncombe county.

4574. Webster, Emma McMeekin. An evaluation of the part-time program of education of the city of Los Angeles. Master's thesis, 1930. University of Southern California, Los Angeles. ms.

4575. Whytock, N. R. and Fritch, C. Lorene. Report on summer school organization, April 1, August 15, 1930. Public schools, Glendale, Calif. 8 p. ms.

4576. Willard, John Dayton. Rural adult education. New York, N. Y., American association for adult education, 1930. 28 p.

An appraisal of present activities, of needs, and of possible programs in rural adult education and the effectiveness of various agencies in this field.

See also 1923, 2085, 3338.

### LIBRARIES AND READING

4577. Bailey, Carrie. A study of illustrations now found in children's books. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 39 p. ms.

4578. Bailey, Laura C. Library reading for curriculum subjects of elementary schools. Educational method, 9: 343-53. March 1930.

The lists here given have been made as the result of the actual use of the books by the children as they organized and developed the work of various units. All books represent the fundamentals for the library reading by each of the six grades in unit subjects which are rather generally accepted.

4579. Baugher, Milton M. A study of the secondary school libraries of York county, Pa. Master's thesis, 1930. University of Pennsylvania, Philadelphia.

4580. **Bennett, Earl E.** What high school students read in their school papers. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. 53 p.
4581. **Binkley, Hazel Pye.** A study of the voluntary reading of high school students. Master's thesis, 1929. University of California, Berkeley. 52 p. ms.  
A study to find out the selection and amount of reading in newspapers, magazines, and books which a given group of high school students choose for themselves at home, in the school library, or in the public library. Findings: (1) Newspapers formed the greatest part of voluntary reading; 83.2 per cent as many magazine readers, and 55 per cent as many book readers; (2) the most read sections of the newspaper were in the order named: news, including scandal; comic, and sports; (3) the median of magazine reading for the week is 10.1 pages; (4) the list of 71 magazines shows that the selection was over a wide range, both as to quality and subject. *Literary Digest*, *American Magazine*, and *Saturday Evening Post* have the most records, etc.
4582. **Brasfield, Tula Irene.** The reorganization of the Bryson college library. Fayetteville, Tenn. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 39 p. ms.
4583. **Broening, Angela M.** Library science for the pupils in the Baltimore public schools, grades 1-12. Baltimore, Md., Public schools, 1930. 52 p.
4584. **Cage, Rosa B.** School library service for California cities. Master's thesis, 1930. University of California, Berkeley. 67 p. ms.  
Examination of present school library conditions and systems in California; discussion of the various practices; and formulation of a program of school library service suitable for a California city of from 30,000 to 50,000 inhabitants.
4585. **Cameron, Tene Campbell.** Improving a county reading program. Master's thesis, 1929. University of California, Berkeley. 28 p. ms.  
Sets forth the organization and results of a reading project which was carried on in the rural schools of San Joaquin county, Calif., to determine how much time could be saved and how the reading program may be made more efficient by grouping children according to reading comprehension, without regard to regular grade placement. Conclusions: A classification of children on the basis of their reading comprehension simplifies the teaching problem and that of providing for individual differences. Age and grade factors have had far too much importance attached to them when classifying children. Promotions or special adjustments should be made on the basis of accomplishment and ability rather than by any other factor.
4586. **Caudill, Alma.** The juvenile literature of Frank R. Stockton. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 138 p. ms.  
A study of the content, settings, and characters of the 15 volumes of Mr. Stockton's juvenile literature. Five types of stories were found with varying themes and settings in various countries. Real and imaginary characters were used, also animals.
4587. **Celestine, Sister M.** A survey of the literature on the reading interests of children of the elementary grades. Washington, D. C., Catholic education press, 1930. 114 p. (Catholic university of America, Educational research bulletins, vol. 5, nos. 2 and 3, February-March, 1930.)  
The historical aspect of research in the field of children's reading interests was taken up. A study was made of the effect of sex differences and of mental differences in children's reading; and the effect of the physical make-up of a book, and methods of stimulating interest in reading. Data indicate that there are definite basic qualities in the content of reading material which stimulate the interest of children. The interest varies with the individual differences of age, sex, and mental ability. The physical make-up of a book influences the selection of children. Leisure reading is definitely included among educational objectives.
4588. **Chapman, H. B.** School libraries. In Baltimore, Md. Board of school commissioners. Annual report, 1928-29. p. 141-47.  
An investigation of school libraries in the public schools of the city with special reference to their administration, financial support, adequacy as a means of training pupils and providing voluntary recreational reading opportunities for pupils, together with amount of training received by pupils in use of libraries.

4589. Cox, Rose M. The individual and the reading course in a two-year technical high school. *Teachers college journal* (Terre Haute, Ind.), 1: 35-48, November 1929.

Gives the results of a survey of entering freshmen of nine technical high schools in order to show the necessity for more individual work in English and reading. Tables are given showing the average age, fathers' occupations, occupations which freshmen plan to carry on when they leave school, magazines read by them, favorite books, etc.

4590. Crabtree, Eunice K. A study of the effect of a course in children's literature upon students' own literary appreciation. Doctor's thesis, 1930. Johns Hopkins university, Baltimore, Md. 50 p. ms.

4591. Dahlberg, Louise. An investigation into the reading practices of a 7B group of girls in a New York city elementary school. *Journal of educational sociology*, 3: 402-15, March 1930.

Conclusions: School, with its present methods of teaching reading and literature, is not inculcating an interest in literature; the movies have influenced reading and encouraged a desire for thrillers and excessive action; the proportion of newspaper reading greatly exceeds both that of magazines and that of books; and school libraries, with an enforced circulation, though not fully utilized by the children, afford a most effective means of presenting good reading matter to the children, as the repeated listing of school library books as favorite books indicate; etc.

4592. Dawson, Lillian R. Library project. 1930. Elizabeth City normal school, Elizabeth City, N. C.

The Rosenwald libraries one and two have been scored.

4593. Drury, Francis K. W. Book selection. Chicago, Ill., American Library association, 1930. 369 p.

This study considers the factors which enter into book selection for libraries; the evaluation of books; aids in selection; organization in libraries for selection; qualifications of the book selector. Findings: The five factors in book selection are: Demand; anticipated use; resources of the library; textual content of the book; and evaluation of the book. Methods used in libraries are presented.

4594. ——— Order work for libraries. Chicago, Ill., American Library association, 1930. 272 p.

This is a basic study of the acquisition of books by libraries. It discusses the selection of agents, the use of trade bibliographies, the treatment of sales catalogues. It develops and analyzes routines in effect for ordering and receiving books, periodicals, continuations, and miscellaneous material. Treats of gifts, exchanges, accession methods, mechanical preparation of books, correspondence and bookkeeping, statistics and reports.

4595. Edwards, Caroline Louise. The organization and administration of children's libraries in schools. Master's thesis, 1930. Marywood college, Scranton, Pa. 80 p.

4596. English, Ada Jeannette. A brief investigation of school and college libraries with suggestions for instruction in the use of the library. Master's thesis, 1930. Rutgers university, New Brunswick, N. J.

4597. Fargo, Lucile F. The program for elementary school library service. 1930. Western Reserve university, Cleveland, Ohio. 196 p. ms.

The historical development of the elementary school library, an analytical study of types and an administrative program for the local school. The book emphasizes the relation of elementary library development to the work carried on by the public library through its children's department. Findings: The elementary library is in a transition stage, due to changes in the elementary curriculum; a study of local conditions in both educational and library fields should precede the inauguration of an administrative program; the program set up should fit the present local situation and provide for progressive development.

4598. Finney, Stella B. - Reading interests, habits, and needs of teachers-in-training. Doctor's thesis, 1930. New York university, New York, N. Y. 210 p. ms.

A sociological approach to the problem of recreational reading, offering a complete picture of a representative group. Findings: Teachers-in-training have limited environmental advantages; the curriculum prescribes traditional and professional reading with little thought to social changes and provision for leisure; more contemporary materials should find place and be basic to reading of classics.

4599. Foster, Mary E., Hughes, R. O., and Foster, Alice M. The library as a vital factor in the work of the Pittsburgh schools. Curriculum study and educational research bulletin, 4: 129-59, January-February, 1930.

This bulletin undertakes to present some of the outstanding features of the work of school libraries in Pittsburgh and to relate some of the ways in which they have made an impression upon the pupils and teachers and administrative officials.

4600. Fredericks, Gertrude M. Children's taste in literature. 1930. Upper Darby high school, Upper Darby, Pa.

4601. Fulghum, Susan. Report of State library aid to schools 1928-1930 and a summary report for 1929-1930. State department of public instruction, Raleigh, N. C.

Shows amount required to be spent; amount actually spent; how State funds are distributed; volumes in libraries; circulation records in summary for seven years.

4602. Habaugh, Leonard Earl. A study of the library facilities of the high schools of Fayette county, Pa. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. 143 p. University of Pittsburgh bulletin, 27: 282-83, November 1930. (Abstract).

4603. Hamner, Ruth. Children's choices in stories in the fourth grade. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 64 p. ms.

4604. Hart, Elizabeth Fay. Elements of popularity in representative current fiction. Master's thesis, 1930. University of Chicago, Chicago, Ill.

Analysis of books of outstanding popularity among adults, as determined by a combination of reports from booksellers and librarians.

4605. Havens, Ruth Mack, and Andrus, Ruth. Desirable literature for children of kindergarten age. Pedagogical seminary and Journal of genetic psychology 36: 390-414, September 1929.

An evaluation based on a record of children's responses to selected literature, combined with findings of specialists in this field. The writer submits a list of stories and poems desirable for kindergarten children.

4606. Henderson, Frank D. What part does the school play in the formation of the reading habits of its pupils? School review, 38: 51-54, January 1930.

Junior and senior high school pupils in two adjoining communities were asked to answer nine questions, the most important of which was "Who asks you to read magazines?" Of the 2,086 pupils concerned in this study, 1,638 were not being trained by the school for the current reading of everyday life, and 1,007 of these pupils were not being guided in their magazine reading by anyone. The conditions revealed in this study would seem to indicate that it is the duty of the school to devise ways and means of introducing pupils to the better things in current literature. This article is based on a study by the author, entitled "The voluntary reading of 2,083 junior and senior high school pupils," an unpublished master's thesis of the University of Washington, 1927.

4607. Hilton, Eugene. Determination of books for collateral reading required in basic junior college courses. Doctor's thesis, 1929. University of California, Berkeley. 92 p. ms. California quarterly of secondary education, 5: 178-81, January 1930. (Abstract)

The study is delimited to the freshman and sophomore years of the junior college, and to the selection and rating of supplementary reference books exclusive of periodicals, government documents, etc., in the grades mentioned. Lists in rank order the 4,676 books considered, arranged by course, with author, price, publisher, etc. The list is based on a survey of curriculum offerings in 37 California public junior colleges.

4608. Hoover, Ferne Rebecca. Reading material in the homes of Hamlin, W. Va. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 68 p. ms.

4609. Howard, Blanche Roberts. Development of library service to rural schools. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 57 p. ms.

Historical development of library service to the rural schools in the United States, based on practice revealed in the writings (excluding State library commission publications) since 1900. Seven distinct methods of service, some efficient and some inefficient, have been used. County libraries seem to give the best service.

4610. Husband, Ivy C. Judging children's fiction: a statistical study. Doctor's thesis, 1930. University of Iowa, Iowa City. 135 p. ms.

The specific purpose of this study was to determine the trustworthiness of the "Guide to books for character: fiction." The reading procedure called for at least three independent judgments on each book. The first criterion used for validating the grading was that of numerous published lists of books for children. Certain objective measures of difficulty as to words and sentence structure were used as criteria for validation. Twenty-three eighth-grade books, and 67 seventh-grade books were used for the experiment with children. The children read the books and reported their interest in two ways, on an absolute scale and later by comparing and ranking the books. Findings: Results indicate the misplacement of very few books. A tendency to rate the first books read as slightly more interesting than the later ones was noticed, especially in the eighth grade. The more intelligent children are better able to reject the very poor books than they are to appreciate the exceptionally good.

4611. Idaho. State board of education. Professional reading for teachers and a course in home reading for elementary pupils, 1929-1930. Boise, Idaho board of education, 1930. 8 p. (Idaho bulletin of education, vol. 15, no. 1.)

4612. Indiana. Department of public instruction. Library manual for secondary schools. Indianapolis, Ind. [1930?] (Bulletin no. 100-I)

4613. Jackson, Ernest Bryan. The features and functions of the high-school library. Master's thesis, 1930. University of Texas, Austin.

4614. Kent, Regina and others. Oakland; a story for children. Oakland, Calif., Board of education, 1930. 113 p.

4615. Kirkland, Amelia. A statistical study of the reading background of prospective teachers and teachers in service. Master's thesis, 1930. Ohio state university, Columbus. 65 p. ms.

One hundred prospective teachers and 71 teachers were tested in regard to vocabulary, rate, and comprehension in reading ability. A limited study was made in regard to books and magazines read. Prospective teachers are, in the groups tested, about equal in reading ability. If improvement in reading ability is to take place and continue, definite training along those lines should be included during the period of training or pre-service period, as teaching experience, of itself, did not show the growth desired in reading ability of teachers in service. Medians for both groups are above the standards as given by Monroe in rate and comprehension for the twelfth grade—his scores for the end of the year were used.

4616. Lathrop, Edith A. County library service to rural schools. Washington, U. S. Government printing office, 1930. 53 p. (U. S. Office of education. Bulletin, 1930, no. 20)

This study gives the results of a questionnaire sent to librarians of 262 county libraries. Usable reports were received from 144 county librarians.

4617. ———. State direction of rural school library service. Washington, United States Government printing office, 1930. 50 p. (U. S. Office of education. Bulletin, 1930, no. 6.)

4618. Lewerenz, Alfred S. Educational information concerning a sampling of 94 children who have recently become members of the Los Angeles public library. Los Angeles educational research bulletin, 10: 8-9, January 1930.

Most of the applicants for membership were in the third grade; more girls made application than boys; the children were above the average in intelligence. The library seems

to attract superior children more and more as they grow older. Reading ability of applicants was above expectation.

4619. ——— An experiment in evaluating books read and enjoyed by school children. Los Angeles educational research bulletin, 9: 10-14, September 1929.

Approximately 2,300 reports on books were made by 500 children in elementary grades. Thirty-six most popular titles were used as basis for further study. Titles were analyzed as to popularity with boys and girls. Data indicate that library books are enjoyed by children according to age and mentality; very popular books had low interest value; books chosen for ease in reading had low interest value; girls read more than boys, show a little more interest in and enjoyment of books, are interested in books of which they have heard, and in attractively printed and bound books, are apt to choose books that look easy to read; boys are interested in series books and in the story element; children tend to read books below rather than equal to their reading level when reading for recreation; reading books for pleasure seems to be done by children above the normal in intelligence.

4620. **McDonnell, Carroll E.** Magazines in the high school library. Master's thesis, 1930. Gettysburg college, Gettysburg, Pa.

4621. **McGrath, T. Russell.** The under-privileged boy and his reading. Master's thesis, 1929. University of Notre Dame, Notre Dame, Ind.

4622. **Magill, Walter H.** The determination of the graphic forms and the frequencies of the forms employed in the current reading matter of the non-specialist. Doctor's thesis, 1930. University of Pennsylvania, Philadelphia, Philadelphia, Pa., Westbrook publishing company, 1930. 74 p.

Determination of the nature, frequency, and distribution of the symbolic forms of drawing of maps and of graphs employed in current literature as a partial basis for curriculum construction. The forms and elements found with numerical indices of frequency of occurrence and extent of distribution are given on five large tables. These form the major results of the study. There is little restriction on the variety of forms used in magazines intended for the nonspecialist because of ignorance of the forms. The widespread use of architectural floor plans in women's magazines suggests the inclusion of floor-plan reading in the education of girls. Evidence from magazines for boys gives much greater support to instruction for boys in certain forms of mechanical drawing than it does for instruction in map reading. Instruction for girls in the reading of graphs receives little support from the findings in women's and girls' magazines. The frequent and widespread use of different symbols for the same idea and of the same symbol for different ideas emphasizes the need for a more effective standardization of symbols.

4623. **Mann, Margaret.** Introduction to cataloguing and the classification of books. Chicago, Ill., American library association, 1930. 424 p.

This study discusses the Cutter, D. C. and L. C. classification systems, dictionary catalogue, classified catalogue, author, title, subject and form entries, subject headings, L. C. cards and their use, arrangement of cards, department routine, quarters, equipment, supplies, organization and administration of the department. Emphasizes principles although details of actual practice are not overlooked. Treats the catalogue as a research tool for the librarian and for the public. Findings: Adequate library service requires that the book collection be skillfully classified and catalogued according to the needs of the clientele served by the library. The cataloguer must act as a medium between writer and reader, endeavoring to estimate justly the intention of the one and the need of the other.

4624. **Mary Cephas, Sister.** Free choice of books in the secondary school and its limitations as an incentive to good reading. Master's thesis, 1930. University of Vermont, Burlington.

4625. **Memmler, Gertrude.** Junior college library service. California quarterly of secondary education, 5: 360-63, June 1930.

Fifty-three colleges in 19 states answered a questionnaire on the tendencies represented in their libraries during the year 1927-1928. Findings: Junior-college library conditions, on the whole, do not compare favorably with the standards recommended by the American library association for high schools.

4626. Mendenhall, James E., and Mendenhall, Marcia E. The influence of familiarity upon children's preference for books and poems. 1930. Teachers college, Columbia university, New York, N. Y. 85 p. ms.

In this investigation 50 reproductions of paintings and 50 short poems by recognized artists and writers were submitted to 74 children in grades 7 and 9 of the Lincoln school. In general, the pictures or poems initially preferred gained in favor if repeatedly exposed; whereas pictures and poems originally disliked lost in favor if repeated. Pictures depicting scenes from nature were preferred to portraits; the favored poems contained obvious rhyme and rhythm. This study attempts to apply scientific method to the field of aesthetics.

4627. Miller, Bryan B. Voluntary reading of high school students in Marshalltown, Iowa. Master's thesis, 1930. Chicago university, Chicago, Ill. 81 p. ms.

The large majority of high school students read newspapers and magazines.

4628. Montgomery, Mildred. Testing supplementary reading in high school. Master's thesis, 1930. University of Illinois, Urbana. 95 p. ms.

4629. Nichols, John B. Library costs in California high schools. California quarterly of secondary education, 5: 195-98, January 1930.

A study was made of library costs in 100 small and 100 medium-sized high schools, and 20 large schools that had 51 or more teachers. Data indicate that the larger libraries in the larger schools are more economical and better than the smaller libraries in smaller schools.

4630. Odiorne, Helena Winifred. The library as a social agency. A study of the reading interests of boys in two districts of Washington. Master's thesis, 1930. Catholic university of America, Washington, D. C. 33 p. ms.

4631. Offerman, Elizabeth J. The effect of presence of books on children's interests and achievements. Master's thesis, 1930. University of Chicago, Chicago, Ill. 94 p. ms.

Study made of children's reading and reading improvements in county system of schools. Correlations showing relationships between number of books read and improvement in reading achievements were not significant.

4632. Ohio state university, College of education. List of titles in the textbook exhibit, Bureau of educational research. 1930. Ohio State university, Columbus. 298 p. ms.

The books are grouped in five sections; elementary, junior high school, senior high school, reference, and miscellaneous. Within these groups the books are arranged alphabetically by authors under subjects.

4633. O'Rear, F. B., and Cottrell, Donald P. Bibliography of institutional publications in the field of education. Compiled from data supplied from 502 higher educational institutions. 1930. Teachers college, Columbia university, New York, N. Y. 72 p. ms.

This study represents an attempt to gather from the institutions themselves titles of the less widely advertised publications bearing on the field of education.

4634. Parks, Horace Newton. Study of library and library methods of vocational agriculture. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 67 p. ms.

Ten best equipped libraries and methods in each of the states of the southern region were studied. Findings: The enterprise arrangement was the most popular method of arranging books and bulletins. Only a small number of teachers were using the available material in teaching agriculture. The agricultural teacher was usually the librarian, with the agricultural library located in the agricultural room. The home agricultural library was being encouraged by about 50 per cent of the teachers. The high school agricultural library was reported open in all schools during vacation.

4635. Power, Effie L. Library service for children. 1930. American library association, Chicago, Ill. 300 p. ms.

This study deals with the basic principles of library service to children with emphasis on the work done in children's rooms in public libraries. It discusses the children's

librarian, books and book collections for children, circulation and reference service, reading for children's libraries. Findings: Through good books and inviting library atmosphere, guidance, library service to adolescents, the children's department, plans and equipment, and intelligent sympathetic service, the children's library seeks to inspire and cultivate in children love of reading, discriminating taste in literature, and judgment and skill in the use of books as tools. The ultimate aim of the children's library is to promote higher thinking, better living, and active citizenship.

4636. Roberts, Clarence J. A study of reading as a basis of classification. 1929. Department of education, Baltimore, Md. 20 p. ms.

An experiment to determine the degree of success resulting from having each pupil work at his grade level in reading regardless of his levels in other subjects and of the grade in which he is officially registered.

4637. Roller, Bert. Enter the happy child. Peabody journal of education, 7:337-42, March 1930.

The author gives a brief survey of poetry for children in England and America, and compares the early poems of childhood with those of the present day.

4638. St. Louis. Public schools. Department of instruction. Catalogue of travelling library, by Amelia Meissner. Educational museum of the St. Louis public schools. Public school messenger, 27: no. 4, April 30, 1930. 47 p.

4639. Smith, Joe Osburn. Reading material in homes of Hamilton county, Tenn., high school students. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 93 p. ms.

A study of the newspapers, magazines, and books found in 318 homes of students of six rural high schools of Hamilton county, Tenn. The average home has 1.26 newspapers, 6.23 magazines, and 36.48 books. An average of 110.16 volumes was read from the public libraries during one year.

4640. Spann, Richard Russell. An annotated bibliography of material on public school libraries. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 128 p. ms.

4641. Springer, Mrs. Patricia. Bibliography of Tennessee historical material in Nashville libraries. Master's thesis, 1930. George Peabody college for teachers, Nashville, Tenn. 246 p. ms.

Material relating to Tennessee history, exclusive of periodicals, found in the four public libraries of Nashville.

4642. Sullens, Elsie Deane. The interrelation of women's clubs and library work, with special references to Oklahoma. Master's thesis, 1930. University of Illinois, Urbana. 126 p. ms.

This study sought to determine the extent to which women's clubs and libraries in Oklahoma have been furthering each other's interests. It was found that women's clubs had been instrumental in establishing the first travelling library system in the State, the Oklahoma library association, the Oklahoma library commission, the women's club service at the University of Oklahoma, and fully 72 per cent of the State's 60 tax-supported local libraries. The clubs had, in addition, been actively promoting the growth and effective service of libraries already established. Libraries, in their turn, have been furthering the interests of women's clubs in Oklahoma, by meeting their book needs; by giving them reference service; by aiding in their programs; and by furnishing them meeting places and other space in libraries. The data procured led to the conclusion that libraries and women's clubs in Oklahoma have been mutually benefited by their interrelated activities and that opportunities still exist for the extension of the relationship.

4643. Taylor, Henry Clay. A study of a suggestive method to improve outside reading. Master's thesis, 1929. George Peabody college for teachers, Nashville, Tenn. 101 p. ms.

4644. Taylor, William S. The public library as an agency of adult education. Master's thesis, 1930. New York university, New York, N. Y.

4645. Utts, George Wilson. The high school libraries of Cambria county, Pa. Master's thesis, 1930. University of Pittsburgh, Pittsburgh, Pa. 79 p. University of Pittsburgh bulletin, 27: 401-402, November 1930. (Abstract)

4646. **Walters, F. C.** English fiction reading of students enrolled in the University of Porto Rico for the school year 1928-1929. November 1929. University of Porto Rico, Rio Piedras. 9 p. ms.

The results of this study show that in all 763 titles were reported as having been read; the average number of titles read per student was 37, and the range of titles was from 12 to 102. The majority of the titles read by from 50 to 75 per cent of the students are titles appearing on the recommended lists of readings for high schools and colleges. Of the titles liked better than average, as reported by the students, the title that holds first place is "The Rosary," by Barclay. The second title in point of popularity is "In the Palace of the King," by Crawford.

4647. **Waples, Douglas.** Teachers' reading of non-fiction. Educational research bulletin (Ohio state university), 8: 377-82. November 20, 1929.

A study of reading interests of teachers, involving sex differences, differences in grades taught, differences between teachers' and pupils' interests, and differences between teachers and other adult groups.

4648. **Warren, Gladys Eva.** The integration of the school library with the junior high school program. Master's thesis, 1930. University of Southern California, Los Angeles. ms.

4649. **Watson, Norman Edgar.** A critical analysis of six elementary school libraries. Master's thesis, 1930. University of Chicago, Chicago, Ill.

4650. **Webb, Hanor'A.** The high school science library for 1928-1929. Peabody journal of education, 7: 22-36, July 1929.

The author gives a list of science books which he would recommend to a high school librarian. He classifies them by price and by season. The recommendations cover a variety of science fields for even the minimum purchase.

4651. **Williams, Margaret Pearl.** Problems of the high school library in the teaching of history. Master's thesis, 1930. George Peabody college for teachers. Nashville, Tenn. 149 p. ms.

A study to find out the greatest problems connected with the library in the teaching of history. Inefficient librarians, insufficient equipment, and lack of knowledge of proper use of collateral reading are the greatest problems of the library in the teaching of history.

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